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ABSTRACT

The California State Colleges at Fresno and Hayward were designated Project "Centers" for the operation of the project evaluated in this report. The "Centers" were authorized to develop experimental teacher education programs which would lead to more effective preparation for teaching disadvantaged children and youth. The primary objectives implied that the Operation Fair Chance staff was to be responsible for effecting change towards a vocational educational emphasis in both the elementary and secondary curriculum. While the goals were worthy, the operational procedures were unrealistic in terms of time and financing. Drastic modification of the original proposal yielded an experimental teacher training program with its roots embedded in the traditional credential programs offered on the campus of California State College, Hayward. [Not available in hard copy due to marginal legibility of original document; photographed for microfiche from best available copy.] (JM)

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OPERATION FAIR CHANCE

Hayward Center

CALIFORNIA STATE COLLEGE AT HAYWARD

Tudor M. Jones, Director

FINAL REPORT
PROJECT NO. ERD 495-65

OPERATION FAIR CHANCE

A project designed to improve the educational opportunities for culturally disadvantaged students by providing selected teachers with additional insights, techniques, and materials for more effective communication with these students, assisting them in making realistic vocational choices, and preparing them for more effective participation in economic, social and cultural activities, with special emphasis on occupational competence.

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U. S. OFFICE OF HEALTH, EDUCATION & WELFARE
Office of Education

September 1969

PROJECT TITLE

**The Establishment of Two Centers to Improve the Preparation
of Teachers of Culturally Disadvantaged Students Emphasizing
Occupational Understanding Leading to Vocational Technical
Competence.**

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education and Welfare, contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the Project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Project No. ERD 495-65

Tudor M. Jones
Director

September 1969

CALIFORNIA STATE COLLEGE
Hayward, Calif.

TABLE OF CONTENTS

	<u>Page</u>
Preface	Iv
Acknowledgements	vi
 CHAPTER I	
<u>Introduction</u>	1
Background and Rationale	1
Objectives & Goals	2
Expected Outcomes	3
Program Prospectus	4
Summary	6
 CHAPTER II	
<u>Organization and Administration</u>	8
Initial Planning & Staffing	8
Program Design	14
Summary	20
 CHAPTER III	
<u>Hayward Program in Operation - First Year</u>	21
The Fall Program - 1966-67	21
Spring Quarter Program	29
Instructional Procedures	37
Curriculum Development	39
Plans for the Next Year	40
 CHAPTER IV	
<u>Evaluation - First Year</u>	42
 CHAPTER V	
<u>Hayward Program - Second Year</u>	54
Background Information	54
Program Design	57
Summer Program	58
Schedule & Strands (Fall)	62
Project Center (move)	63
Summary	63
 CHAPTER VI	
<u>Hayward Program in Operation - Second Year</u>	65
Background Information	65
Program Development	65
School Placements	66
Supervision Methods	68
Evaluation of Candidates	69
Curriculum Development	71
Socialization Process	73
Teacher Characteristics and Classroom Interactions	74
Learning	74
Topic Analysis	75
Classroom Skills Seminars	80

Chapter VI (Continued)	
Community Involvement	83
In-Service Activities	86
Results of Second Year	88
Summary	96

CHAPTER VII	
<u>Hayward Program - Third Year</u>	98
Planning and Organization	98
Fall Semester Program	101
Spring Semester Program	103
Curriculum & Instruction	106
Results of Third Year	107
Recommendations for Fourth Year	110

CHAPTER VIII	
<u>Discussion and Recommendations</u>	111

PREFACE

On February 15, 1966, the U. S. Office of Education approved Project ERD-495-65, Under provisions of Section 4(c) of the Vocational Education Act of 1963, the U. S. Office of Education allocated \$1,265,787 of Federal funds to operate the Project for a three-year period. A grant of \$433,648 was made available to the Division of Higher Education, California State Department of Education, to operate the first year. Dr. Paul F. Lawrence, Chief, Division of Higher Education, initiated the proposal and served as Project Director during the first year.

The California State Colleges at Fresno and Hayward were designated Project "Centers" and were authorized to develop experimental teacher education programs which would lead to more effective preparation for teaching disadvantaged children and youth.

The basic organization of the Final Report is a departure from the usual format as required by the Office of Education. The reasons are explicit in the unique nature of the Project.

First, while Hayward and Fresno were required to work within some general guidelines, their programs were sufficiently different to require separate reports.

The Fresno Report, therefore, is included as a supplement and no attempt was made to consolidate descriptions or analysis of the two programs. For a detailed analysis and "evaluation" of the first year operation of Fresno and Hayward, the reader is referred to Report on the First Year Operation, produced under the direction of the late Joseph D. Lohman, Dean of the School of Criminology, University of California, Berkeley, and submitted to the U. S. Office of Education in December 1967.

Secondly, unanticipated budget curtailments and the subsequent decision on the part of the U. S. Office not to fund the second and third years, necessitated a modification of original program design, and the development of stop-gap attempts to evaluate carry-over effects of the training procedures.

It was not possible then to describe the "nature of the investigation", (A Methods Chapter) for the full three years. The last two years at Hayward had a distinctively different thrust which required separate chapters.

ACKNOWLEDGEMENTS

Several hundred persons were directly or indirectly involved in Operation Fair Chance during the three years which encompassed the Project. The understanding, interest, and cooperation of all of them was necessary and did contribute to whatever success the Project enjoyed, even though their names can not be listed here. Among those are the administrators, supervisors, teachers, and others in the participating school districts who contributed so much to the conduct of the program.

A number of persons participated in the initial stages of preparing the Project Proposal: Dr. Lewie Burnett, who played a vital role in drafting the proposal, Dr. Richard Sparks (Dean, School of Education, Fresno State College); an interdisciplinary committee of eight professors at Fresno State College and one of ten members at California State College, Hayward. The late Joseph D. Lohman, Dean of the School of Criminology at the University of California at Berkeley, assisted by Drs. James T. Carey and Paul Takagi, and a number of other educators and specialists who participated informally in an advisory capacity.

The Directors of the various units involved in Operation Fair Chance shared the primary responsibility for leadership in the organization and the administration and supervision of the Project: Dr. Lester J. Roth, Director of the "Fresno Center"; Dr. Edward G. Olsen, Director of the Hayward first year program; Joseph D. Lohman, Director of Project Evaluation, ably assisted by his deputy, Dr. Paul Takagi.

Last, but not least, is the leadership and assistance provided to the Hayward program when Federal funds were eliminated, particularly Dr. Albert Lepore, Dean of the College, California State College, Hayward; and Dr. Ellis McCune, President of California State College, Hayward.

CHAPTER I

INTRODUCTION

Background Information

The basic organization of this Report consists of a description and analysis of the Hayward Center's three-year experimental teacher education program identified as Project, Operation Fair Chance (OFC).

Project Rationale

As originally proposed, the project was expected to influence the traditional practices in preparing teachers to teach disadvantaged children and youth. As an example of the ambitious nature of the Project, the Director of the first year program published the following statement:

"Operation Fair Chance is a bold, three-year innovative Project in experimental teacher education now under way at two California State Colleges. It is designed expressly to help prospective and experienced teachers develop truly empathetic attitudes toward the culturally deprived, to find more effective ways of teaching disadvantaged children and youth and of working with their parents and community leaders, to emphasize realistic pupil orientation to the world of work, and to produce new learning materials in this area . . ."

The initiators of the Project cited evidence from a variety of sources that current practices in preparing teachers to teach disadvantaged children were not relevant and appeared to be detrimental to these children.

The research in this area suggested that:

". . . the traditional teacher-education program is not effective in preparing teachers who are to work with culturally disadvantaged children. Teachers of the culturally disadvantaged children:

1. Do not understand them
2. Have misconceptions about their abilities
3. Are uncertain & incorrect about appropriate educational goals
4. Behave in ways which handicap rather than facilitate learning."²

¹Olsen, Edward G., "Teacher Education for the Deprived: A New Pattern" School and Society, Apr. 1, 1967, pp. 232-234, 1860 Broadway, New York, N. Y.

²Excerpt from the Project proposal, p. 5.

Therefore, the project was designed to accomplish what other teacher preparation programs failed to do - that is, produce teachers who were to become "sensitive to and intellectually comprehending of the particular needs of children from culturally disadvantaged homes."³

The Project was to be developed with some specifics in mind. For example, the proposers thought that the teachers in-training should be able to achieve distinctive skills of instruction which would be effective in working with disadvantaged youngsters. Further, the Project was to emphasize vocational education at all levels of instruction, K through grade 14, and to develop instructional materials appropriate to the education of the disadvantaged.⁴

Objectives and Goals

The primary objectives to be achieved in the Project were to produce behavioral changes in the teachers which would:

1. "improve teachers' understanding and acceptance of children whose backgrounds and behavior patterns are drastically different from their own;
2. improve teachers' ability to generate in such youngsters a real motivation to learn through greater creativity and skill in the design and use of novel and specialized teaching tools, methods, and techniques;
3. create and maintain learning situations which will lead students to realistic vocational objectives, effective preparation for an occupation, pride in workmanship, and confidence in their ability to succeed in the vocations of their choice;
4. increase the teacher's utilization of the possible contributions of all agencies in the community which usually become involved with such youngsters during their lifetime;
5. increase the receptivity and capability of the participating school systems to implement and activate the new learning of teachers."⁵

³Op. cit., p. 8

⁴Ibid., p. 9

⁵Ibid., p. 5

Further, it was proposed that the Project would focus on vocational education goals -

"In planning for the achievement of the Project objectives, it is essential that the program of vocational development begin at the earliest possible time - even in the elementary grades. The content of instruction; the methods, techniques, and materials of instruction; and programs of testing, evaluation, and guidance will be developed accordingly."⁶

Expected Outcomes

The emphasis on occupational development was supposed to achieve the following:

1. The student will develop an understanding of his own abilities, needs, and attitudes relevant to vocational choice and continuing vocational preparation.
2. The student will possess useful knowledge and skills in a specific non-professional field of work.
3. He will develop the concept of economic productivity for both personal and social goals.
4. He will possess knowledges of a general nature which are important to all individuals and basic to success in an occupation.
5. He will possess knowledges of a general nature which are important to all individuals and basic to success in an occupation.
6. He will possess information about occupations, their dynamic character, requirements, and environments.⁷

Indirect results which were expected from this Project included:

1. A significantly higher percentage of successful students from among the culturally disadvantaged.
2. Substantial changes in their attitudes about school, including greater enthusiasm, more diligent study, increased learning, better attendance, and greater productivity as adults.
3. A significant reduction in the number and nature of disciplinary cases among the culturally disadvantaged.

⁶ Ibid., p. 7

⁷ Ibid., p. 6

4. Increased student achievement, particularly in the basic skills of communications.
5. Improvement in the self-concept of such students.

Certain indirect results were expected because of the special emphases in this Project. As an example, it was expected that there would be (1) more effective communication between teachers and students, and (2) adequate preparation of students for vocational and technical occupations. According to the proposers, teacher inadequacy in the above two areas was among the main reasons for teachers' feeling of frustration while working with culturally and economically disadvantaged students and their desire to seek positions in less frustrating environments. Greater competency in these two areas was expected to ameliorate the problem of frustration and turnover.

Finally, it was proposed that "one of the main objectives of the Project is to provide a 'fair chance' for culturally disadvantaged youth to receive an education that is geared realistically to their vocational, cultural, economic, and social potential."⁸

Program Prospectus

Specific details involving program goals and content, administration and organization, evaluation goals, job specifications, trainee selection and methods of materials production were built into the proposal. The following is a brief summary of what was expected in the Project.

General Guidelines were specified in order to provide a focus for each Center. Those were stated as:

- "1. Emphasis will be placed on 'Vocational Education' at all levels of instruction (K - 14) and appropriate to each level.
2. Emphasis will be placed on 'internship service' as contrasted with more traditional teacher-training programs.

⁸Ibid., p. 7

3. Programs will involve both pre-service and in-service teacher education.
4. All teachers and teacher candidates involved in the training program shall become much better informed about non-professional jobs: the types of employment that are available; the physical, mental and psychological requirements of various jobs; the techniques and procedures to be used in securing employment in desirable jobs.
5. All teachers and teacher candidates in the program shall become informed and personally acquainted with the personal, social, and cultural characteristics of disadvantaged youth and learn to communicate effectively with them.
6. Special effort will be made to involve schools and school districts, community agencies (State Employment Service, welfare agencies, public health services, etc.), chambers of commerce, labor unions, and other agencies, associations, offices, and individuals whenever feasible and to the extent that is practical.⁹

Administrative structure was specified to include the California State Department of Education; University of California, Berkeley; Fresno and California State, Hayward. Each agency was to have definite assignments and be responsible for its own program of activities. Advisory Boards (local and State) were to be organized to assist in the development and coordination of the programs at each of the College Centers.

Very definite details of Evaluation design were specified, for example: the design was to include a method of measuring teacher attitudinal change in six different areas (see proposal outline).

Program goals and content at each College Center were described. The Hayward program was to include the following features:

- A shift from traditional course work to clinical experiences.
- Community work including tutorials, volunteer experiences in social service agencies and conducting surveys.
- School district personnel involvement in planning and implementation
- School district participation in action research and instructional materials production

⁹Ibid., pp. 8-9

- vocational counseling and curriculum development in the participating school districts.
- building of healthy self-concepts among the disadvantaged through success-oriented programs.
- summer workshops for in-service teachers.

The Hayward program was to be divided into three general phases or stages. (1) the design or planning stage, (2) the operational stage, and (3) the closing or wind-up stage.

Summary

An experimental fifth year teacher education program was proposed and accepted by the U. S. Office of Education. The proposal described, in detail, the rationale, and the Plan of Operation of a program designed to prepare teachers to work more competently with culturally disadvantaged children and youth. It was the product of cooperative planning by faculty members of the California State College, Hayward; members of the California State Department of Education Project Office, under the direction of Dr. Paul F. Lawrence; School of Criminology, University of California, Berkeley, under the direction of Dean Joseph D. Lohman.

The Project objectives were highly abstract verbalizations of the need to change not only the current practices of teacher training institutions, but also to change attitudes and values of both in-service and pre-service public school teachers and administrators. The primary objectives implied that the OFC staff was to be responsible for effecting change towards a vocational education emphasis in both the elementary and secondary curriculum.

Expected outcomes as a result of participation in this Project were spelled out in the accepted proposal. These cut across all levels of personnel and agencies. For example, youth would develop an understanding of their own abilities, needs and attitudes relevant to vocational choice and

continuing vocational preparation; teachers would persist longer in "disadvantaged" schools; teacher-trainees would change in their "negative" attitudes toward minority children; administrators would seek to change the status quo of administrative structure in the schools; and lastly, positive changes in teacher preparation were expected to take place in the State College Teacher Education Departments as a result of the OFC experience.

Finally, a complete plan of operation for a program of teacher education was described and methods of implementing the Project proposal objectives were suggested. A Project with so many worthy goals to be achieved in such a brief period of time could be expected to suffer grievous stresses and strains. Some problems of program development are recounted in the next chapter.

CHAPTER II

Organization and Administration

Initial Planning and Staffing

The Project was originally proposed to the Division of Education at California State College, Hayward, in the Fall of 1964. Eighteen months elapsed before the proposal gained approval, having undergone several rewrites in the interval. When funding was apparent, the President of California State College appointed a faculty committee to be chaired by Dr. Lewie Burnett, Head of the Division of Education. After the Project was funded on February 15, 1966 Dr. Burnett became Acting Director. Other faculty members of the committee met continuously throughout February, March and April for purposes of preliminary planning.¹ Dr. Burnett called upon the group to focus on a series of questions raised by the U. S. Office of Education Program Officer (Dr. Otto Legg). These questions are summarized as follows:

1. What are the three phases of the Project?
2. What personnel will be needed during each stage?
3. What will be the job description for each position?
4. How will the teacher educators at California State be selected and prepared?
5. What will be the role of advisory committees at this Center?
6. How will the teacher education program for pre-service candidates differ from the regular or existing program?
7. What will be done with the in-service school personnel, particularly for changing attitudes, understandings, and practices?
8. What will be done with occupational information and the change of pupil attitudes about the world of work at the several school levels - elementary, secondary, and junior colleges?
9. How will the materials used in this project differ from those in the Fresno area?
10. What is planned for the families of the disadvantaged children?
11. How do the disadvantaged populations of greater Hayward area differ from those in the Fresno area?
12. In what ways will community agencies be involved?
13. What will be done during the planning months, January through August?

¹Operation Fair Chance, Report on the First Year Operation, Lohman, Joseph and Paul Takagi, Regents of the University of California, December 1967.

²Burnett, Lewie, memo to Paul Lawrence, March 1966. See Appendix A.

Several program details were agreed upon by the planning staff. The following is found in a document developed by the Acting Director:

1. Job descriptions
2. Selection of teacher educators
3. Role of the advisory committees
4. Unique characteristics of the training program - e.g. clinical vs classroom approach.
5. Direct involvement of in-service professionals in the planning.
6. Use of instructional materials in the participant schools.
7. Agreement to develop "appropriate" instructional materials for the disadvantaged.
8. Development of communication techniques with the families of the disadvantaged youngsters.
9. Involvement of community agencies.
10. A time table for accomplishing the following:
 - a) Action research centers in public schools to be identified.
 - b) Teacher educators to be selected.
 - c) Project director to be appointed.
 - d) Research design to be proposed and approved.
 - e) Materials production to begin.
 - f) Community agencies to be identified.
 - g) Criteria for selection of trainees to be established.
 - h) Evaluative instruments to be secured.
 - i) Dissemination of findings to public schools.^{3 *}

However, progress in meeting the time table and implementing program details was not apparent. Dr. Burnett issued a memo urging the staff to move more rapidly toward decision-making.⁴

In April, Dr. Edward G. Olsen was appointed Director, but Dr. Burnett continued for four or five months to meet with the OFC staff, contributing to Project Organization. Planning sessions continued throughout the Spring and Summer months under the direction of the new Director.

These planning sessions apparently revealed basic differences among the staff and the new director regarding the basic character and thrust of the project. The Director thought the project should be global in concept while his staff members were thinking in terms of separate research tasks to be

³ Ibid., (*Much of the action listed was to be well under way by June 1966.)

⁴ Burnett, Lewie, memo to OFC staff, March 7, 1966.

conducted concurrently in several school districts.⁵

Previous planning commitments such as those proposed by the Acting Director and the original staff apparently were disregarded during this stage of planning.

Later, the Director was able to report that the staff had agreed to the following program concepts:

- "1. The Project through its work with several cooperating school districts will seek to be both comprehensive (broad-front, action-research demonstrations) and intensive (a few in-depth controlled, objective research studies related to the comprehensive effort).
2. Individual part-time staff members shall be entirely free to work within the Project, as defined, in ways and areas wherein they feel competent and comfortable - they will not be asked to do otherwise.
3. College teaching/research and Project-time commitments will be adjusted accordingly.
4. Several full-time staff members will be employed to begin work July 1 or later."⁶

Staffing

By early summer, two of the original staff returned to full-time teaching and others were employed to round out the staff. The Second Quarterly Report described the new staff in the following terms.

⁵ Olsen, Edward G., Quarterly Report No. 1 (Period Feb. 15 - May 1) p. 2

⁶ Ibid., p. 3 (Job descriptions in the written proposal were eliminated or changed.)

"The Staff - this interdisciplinary staff includes specialists in community relations, intergroup education, research methods, elementary and secondary school educators, child growth and development, vocational education, curriculum, learning materials, teacher education and secretarial services."⁷

TABLE OF ORGANIZATION

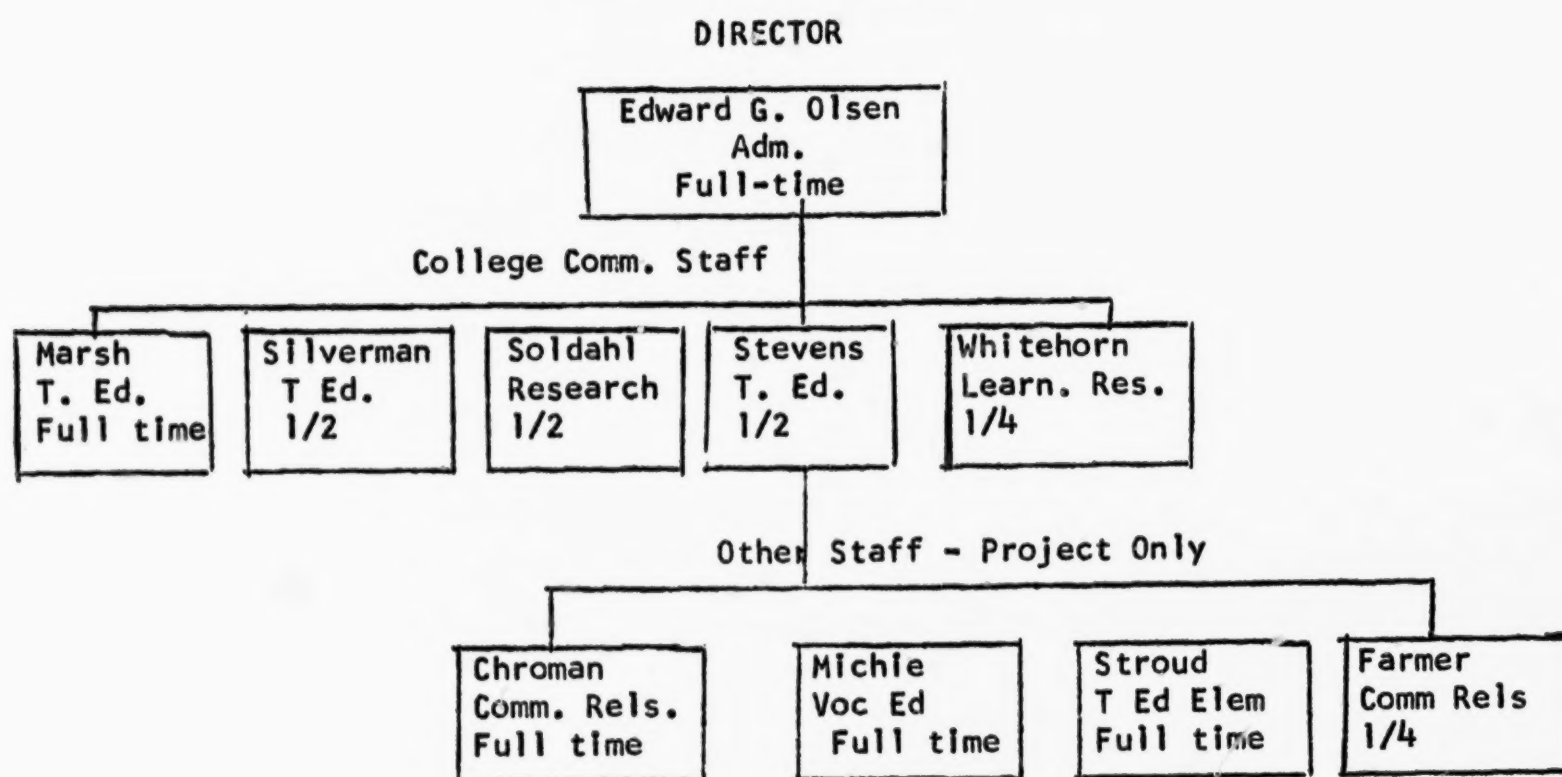


Chart 1

It is to be noted that the Director admitted in the Second Quarterly Report that he had agreed to administer the Project on a peer basis. His statement follows:

"all major policy decisions are made by staff as a whole, through consensus following whatever group discussion and analysis is required for them. In staff meetings, the Director serves as technical chairman to facilitate the session, but in the decision-making process his voice is only one among the others."⁸

⁷Olsen, Edward G., Quarterly Report No. 2 (Period June 1-Aug. 31, 1966) p 1

⁸Ibid., p. 2

Planning the Program

In addition to matters of organization, administration, and staffing, actual program design was an important feature of the first year's activity.

That it did not proceed as rapidly and as efficiently as was expected may have been due to the inherent difficulty of translating highly abstract goals into an exciting experimental program. As an example, an objective stated in such general terms as: "To improve teachers' understanding and acceptance of children whose background and behavior patterns are drastically different from their own" could be interpreted as a charge to modify in a significant way the basic personality of a teacher trainee. Obviously, other interpretations could be applied. Goals, thus stated, were to continue to hinder effective program implementation and evaluation throughout the three years of the Project.

One other factor which may have contributed to difficulties in planning is the number of "transgential goals" expected from the Project by some of the principals involved in the original planning. Examples are presented as follows:

Dr. Lawrence, initiator of the original proposal, stated in a Project meeting that a major thrust of the Project was to get the teacher training institutions to change; to take up the option provided for them by the State Legislature and the Board of Education.⁹

The Director of the Hayward Center, Edward Olsen, thought that the Project had a sixth goal and that one was "to design and demonstrate new patterns and programs of pre-service and in-service teacher education. Olsen felt that a "grand strategy" was needed in order to implement the five objectives.

⁹Notes from the joint meeting of the Project on Evaluation, August 11, 1966 Hayward. Dr. Lawrence stated at the meeting that the mission of the Project's objectives of the need for change in the State Teachers Colleges, which had perpetuated the static situation in teacher education, was an oversight and this goal was "the most important of all."

Others in Sacramento and Washington stated their personal views of what the Project was supposed to accomplish. For instance, Dr. Otto Legg, the representative from the U.S. O.E. stated that the teacher of the disadvantaged "needs to be better informed about the world of work."¹⁰

Dr. Legg stressed the vocational goal of the Project. He stated that "kids need to know how to apply for a job, do simple math, and have some knowledge of jobs that might be offered to them."¹¹

In effect, this forced the planning staff to think in terms of a dual focus - i.e. the Project needed to be concerned with a vocational format as well as the development of better college preparation of teacher trainees.

The Deputy Director, Emil Toews, listed two main goals for OFC: 1) a better relationship between the disadvantaged pupil and the school; 2) a vocational objective. In attempting to direct or focus the Hayward Center staff on the goals of the Project, Dr. Toews presented the following two questions to the staff:

How will the Project contribute to a more effective relationship between the disadvantaged youth and the school?

How will the Project help disadvantaged youth in obtaining gainful employment upon completion of high or junior college?

The above questions were supposed to serve as the bases for appraising the effectiveness of the entire Project.

In retrospect, it is not difficult to see that many people associated with this Project thought it might serve to solve all of education's perennial problems. Nevertheless, the Hayward staff finally agreed upon a design for a program in teacher education. It is to be noted that the basic idea,

¹⁰ Lohman, op. cit., p. 3.

¹¹ Ibid.

presented by the original planning staff, of building a design around independent research and experimental ideas, was no longer considered. What eventually developed, was a program devoted entirely along the lines of a demonstration teacher education project.

The main elements in the program (as originally conceived by the Hayward Director) included three major and interrelated emphases or "strands of experience": (1) community and school study, (2) large and small-group seminars, and (3) individualized reading and research.

A primary element in the Director's proposal was the workshop idea, to run continuously from October through December, 1966. The workshop was to meet bi-weekly and consist of seven two-hour sessions, with all school participants, plus community leaders and trainees from the pre-service program. After the workshop series was completed, new curricula materials could be produced, with the staff producing the instructional materials.

The Director wanted to set up human relations committees in the participating schools to deal with race relations. Such committees would maintain liaison with the Director and staff who, in turn, were to organize in-service training and special programs, beginning in September. This part of the program was never implemented due to the inability (or desire) of the participating school districts to cooperate with the Project staff.¹²

The Program Design

The program design as agreed upon by the staff was presented as follows:

EXPERIENCE	JOB CORPS	COMMUNITY	SCHOOL
Seminar			
(Theoretical)		Methods - - -	
Fall Program	1st Semester	Spring Program	2nd Semester

Chart 2

¹² Ibid., pp. 21-22

The first several weeks of the pre-service training was supposed to emphasize orientation to a sub-culture and to the public school system. The trainees were to have the opportunity of seeing the totality of the Project through sessions at the OFC off-campus Center, and through visits to the Job Corps and to the participating schools and the perspective communities.

The trainees were then to undergo a month of training at the Camp Parks Job Corps. There, they would engage in tutoring, counseling, and interact in recreational relationships with Corpsmen. Several weeks also were to be spent in the assigned school community, where the trainees would study the nature of the local "power structure", as well as the level of involvement of citizens in their educational, social, political, and economic lives. During the Spring semester, experience was to be gained in the schools, in curriculum development, student teaching, and in introducing into classrooms new insights which would have been gained from the Job Corps and other aspects of the training.

The "strands of experience" proposed by the Hayward Director was published as follows:

<u>Orientation</u>	(8 days)	Introduction to OFC purposes, program, procedures and resources.
<u>Community Study</u>	(2 weeks)	Supervised field study in a disadvantaged community as members of learning teams under staff direction. Candidates observe and participate in activities related to community living, including investigation of family patterns, peer influences, job opportunities, health conditions, welfare programs, race relations, the community's perceptions of its school policies and effectiveness, etc.
<u>Job Corps Participation</u>	(6 weeks)	Each candidate became a member of a Corps team at Camp Parks. There he assisted with class instruction, counseling, individual tutoring, recreational activities, production of teaching materials for these disadvantaged youth, etc. The chief purpose of the Job Corps experience is to acquaint each candidate with the attitudes of Job Corps members toward school & society.

<u>School & Community Involvement</u>	(4 weeks)	Assignment to a specific "partner" school or school district. Under combined school and project staff supervision the candidate participated on a sustained and extensive basis in the full program of that school and its community's activities - helping develop curriculum, innovate changes in instruction, attended teachers meetings, school board and PTA sessions, civic organizations, conferred with parents, etc.
<u>Student Teaching</u>	(18 weeks)	During the Spring semester, candidates were expected to work intensively in a variety of teaching situations under careful supervision of 'master' teachers and also under direction of assigned OFC staff members who include California State College faculty supervisors of student teaching programs.
<u>Summary Sharing</u>	(1 week)	At school year's end all candidates were expected to come together as a group for five days of careful stock-taking and group appraisal of the year's program. Particular attention would be given to problems still felt and resources yet needed. In this final evaluative period the OFC staff would have the opportunity to counsel individual candidates concerning their continuing preparation, and also to discover ways through which the next year's OFC program could be improved. ¹³

Teacher Candidates

The staff established basic criteria for candidate acceptance. In addition to regular requirements already established for graduate standing and admission to the professional teacher preparation programs at the California State College Hayward, Operation Fair Chance candidates were expected to:

1. Volunteer their participation and be committed to the Project goals.
2. Possess a liberal education foundation
3. Be willing to undertake a rigorous experimental program, which includes intensive community involvement and teaching-tutoring with Job Corpsmen and other disadvantaged youngsters, as well as in adult education programs in deprived areas.

¹³ Olsen, Edward G., Quarterly Report No. 3 (Period Sept. 1 - Nov. 30, 1966) pp. 7-8.

The Project actively recruited teacher candidates. Eventually some thirty-two applicants were accepted, thirty of whom began training on Sept. 28, 1966. (Demographic data on the first year candidates can be found in the First Year Report - University of California).

School and District Participation

By September, final agreements on participation were reached with the selected schools. Criteria for the selection of school districts were developed which included the following conditions.¹⁴

Restrict to disadvantaged school-community areas identified as such by district superintendents.

Include diverse ethnic groups: Negro, Spanish-culture and whites.

Sample districts by size and economic base.

Cover academic levels: elementary, junior high and senior high schools*.

Avoid districts which largely duplicate others, or which are involved in school-community tension situations.

The school districts and agencies finally selected were as follows:

Berkeley Unified School District
Emery Unified School District
Hayward Unified School District
New Haven Unified School District
Oakland Public Schools
Richmond Unified School District
Camp Parks Job Corps.

Curriculum and Instruction

Many hours of discussion and planning went into the task of integrating the professional education content into seminar blocks. The Director stated in a teacher education guideline memo that the following was to take place in the Fall:

¹⁴Olsen, Edward G., Quarterly Report No. 1 (Period Feb 15 - May 1, 1966) p. 4.

* The original proposal mentioned that coverage was to extend to the junior college. There is no evidence to indicate that the staff seriously considered this level of education in its curriculum and teacher education planning.

"Students are to register for 10 - 15 units each quarter in blocks of courses. Each block is to blend Education Foundations, Curriculum, Methods and field experiences. Discrete courses and classes are not to be given. Participants are to follow individual study plans. The participants are to be formed into learning teams of five to seven members each for field assignments, campus seminars, and group study. One full-time college professor is to guide the activities of the three leading teams."¹⁵

Further directives on instructional procedures and curriculum development were issued to the staff and to the public by the Director. The following was included in the Third Quarterly Report:

Curriculum objectives would -

- a. Ask the candidates to identify in writing the specific kinds of professional competencies (cognitive, affective, and motor) they think they will need to be effective teachers.
- b. Add to their composite listing any other important abilities overlooked by them.
- c. Consider those competencies to be program objectives.
- d. Group them within broad fields or areas of work such as Acculturation Process, Child Growth and Development, Learning Theory, Curriculum, Materials, etc.
- e. Conduct weekly general seminars for all candidates on sub-topics within each broad field, e.g. Acculturation Process: Role of the Family, Culture of Poverty, Race and Racism, Roots and Dynamics of Intergroup Prejudice, etc.
- f. Organize more specific problem-centered seminars within the partner school districts for the candidates and supervising teachers in those districts.
- g. Develop, during the second semester of the school year, special grade-level and subject-field seminars for concerned candidates, e.g. primary reading, middle-grade science, junior high school activities, etc.
- h. Sponsor a monthly lecture series with prominent speakers during the period January - May. Invitations will be sent to all Cal State College faculty members and to cooperating teachers, supervisors, administrators, board members and community leaders in the partner school districts including the Job Corps.

¹⁵ Operation Fair Chance, "Tentative Teacher Education Guidelines", mimeo July 1966. (See Appendix A).

- i. Stimulate extensive and intensive self-directed reading programs by the candidates.
- j. Provide for frequent individual counseling and/or tutorial conferences with staff members throughout the year.¹⁶

The Community Experience part of the curriculum was described in the following manner:

1. Basic assumptions for using the deprived community as a base of operation for the candidates.
 - a) to provide candidates the opportunity to study the environmental and socio-psychological factors that influence the disadvantaged child.
 - b) experiences gained in the community will provide candidates with a practical frame of reference for working with the disadvantaged child.¹⁷

Expected community activities were to include the following:

1. The community will be the home base in this program.
2. The selection of candidates to work in the community will be made by cooperative agreement of staff and candidates, but placement of the candidates will be a staff decision.
3. The placement may or may not be in the same community where candidates will later work in a school setting for teaching experiences.
4. Staff will make the necessary initial arrangements for the candidates and be responsible for maintaining good relationships with concerned community agencies.
5. The program will be problem-centered, with the candidates functioning as a team from the community agency.
6. With the approval of staff, the candidates will have the responsibility of deciding on a community-school related problem and planning the activities around this problem.
7. OFC staff will supervise the candidates who are placed in the community.

¹⁶ Olsen, Edward G., Quarterly Report No. 3 (September 1 - November 30, 1966) p. 18.

¹⁷ Operation Fair Chance, "Community Experiences for Teacher Candidates" mimeo, July 1966. (See Appendix A).

Summary

The first phase of the Project was devoted to preliminary organization and the planning of an experimental program in teacher education. The staff and acting Director embarked on the task of identifying the basic elements of a program which would achieve the broad generalizations implied in the Project goals. A permanent Director was later appointed and five professional staff members were added to the original group. Apparently, this "new" staff experienced difficulty in coming to an agreement about the basic character and thrust of the Project. The director viewed the Project as having a "global" approach toward change in teacher education while his staff members wished to conduct independent research. Eventually, the staff did agree that the program would be both comprehensive (broad-front, action research, demonstration) and intensive (a few in-depth controlled research studies related to the comprehensive effort). The program design which emerged included three major and interrelated emphases or "strands of experience": (1) community and school study, (2) large and small group seminars, and (3) individualized reading and research. It is to be noted that many of the ideas and practices originally proposed were not incorporated in the program design.

Teacher trainees were actively recruited, but the response was disappointing. Only 32 came into the program and most of these were "picked off" the line during the Fall registration period. School districts were finally selected and certain broad principles of curriculum development and instructional procedures were publicized by the Director of the Project.

Finally, the rationale for the community experience was described. The program was ready to go into operation in the participating school districts, Camp Parks, and the neighborhoods of Richmond, California.

CHAPTER III

HAYWARD PROGRAM IN OPERATION - FIRST YEAR

Organization and Administration

The basic plan of the program as explained in the last chapter, included community and school study. Early in September, liaison teams, consisting of two staff members for each team, were designated as the contacting link between the Project headquarters in Hayward and the four participating school districts, Job Corps, and North Richmond. The six liaison chiefs and the districts they were to serve are shown below:

Camp Parks Job Corps	Peter Chroman
North Richmond	Greene Farmer
Berkeley	Thalia Silverman
Emeryville	Jack Michie
New Haven	Welvin Stroud
Oakland	John Stevens

Other staff members were assigned as follows:

Learning Resources	Eugene Whitehorn
	Charles Worland
Research and Evaluation	Thomas Solahl
	Lisa Barclay

The chiefs were also expected to direct the learning experiences of teacher candidates.*

According to the Evaluation Team's Report, instead of teams of staff members operating in the districts, only one person became identified with each of the training components. This was to lead to essentially four separate teacher education programs.¹

The Fall Program - 1966-67

The first feature of the training program was an eight day orientation period during which time the candidates were introduced to the goals of

*No mention was made at this time of an in-service training objective in the delineation of responsibilities for the liaison chiefs.

¹ Op. cit., p. 46.

Operation Fair Chance. They were also taken on a tour of the training sites (participating school districts). The schedule for the Fall Program is represented in Table 1. As originally planned, each candidate was to spend about two weeks in general orientation to the program, six weeks at Camp Parks Job Corps, two weeks in North Richmond, and two weeks in the particular school district in which he planned to do his student teaching the following Spring.

Community experiences were to be the heart of the first year's program. The candidates started in the program by meeting people in neighborhoods rather than hearing lectures in the classroom, then moved into conceptual analysis and enrichment through seminars, readings, and discussions.

After the initial orientation week, the candidates were divided into two groups, one to become involved in first hand study of the North Richmond community, the other going to the Camp Parks Job Corps Center as participants there.

The community phase of the training program was described as follows:

North Richmond Program

"The candidates spent from two to four weeks of supervised field study in North Richmond, an isolated, low-income community of 5,000 people, 98% of whom are Negro. The area, two-thirds of it lying outside of Richmond's city limits, is isolated from the rest of the city by two railroad lines and a broad belt of heavy industry. It is about 60 blocks in size. Forty percent of all able-bodied men are unemployed. Among young men 18 to 21 years of age, 80% are out of school and unemployed. The yearly income for nearly 40% of the 1,800 families range from \$4,000 to under \$1,999. Forty-eight per cent of the families are on Welfare.

"On September 21, 15 of the teacher candidates shared their first real contact and meaningful experiences in a ghetto community. A talk by Mr. E.P. "Red" Stephenson, Executive Director of the Neighborhood House on the history of North Richmond and the development of Neighborhood House agency, followed by lunch at a local restaurant provided the framework for the candidates to be exposed to the physical setting. In small groups, and going in different directions, seven young men of the community took them to visit such places as bars, churches, the local pool hall, the playground, and the Verde School, an elementary school 96% Negro. They met staff and visited different programs at Neighborhood House - a private, community social agency which provides services to meet the needs of the people in areas of employment, social groups, recreation, etc.

OPERATION FAIR CHANCE
CSC - Hayward

OCTOBER 1966
Revised

FALL TIME SCHEDULE

During the Initial Orientation period candidates will be divided into two major groups for their field experience program. Frequent seminars and other events will continue to bring everyone together during the first semester.

GROUP	SEPT. 28- OCT 7	OCT. 10 - NOV. 18	NOV 21 - DEC 2	DEC 5-16 & JAN 2-13
I	Orientation Program	JOB CORPS (6 weeks)	RICHMOND (2 weeks)	SCHOOL DISTRICT (4 weeks)
II	All Candidates			
	in Hayward (8 days)			
		OCT 10-21	OCT. 24 - NOV 16	NOV. 17 - DEC 16 & Jan. 2-13
		RICHMOND *2 weeks	SCHOOL DISTRICT (4 weeks)	JOB CORPS (6 weeks)

Table 1

"The candidates' reactions to these experiences were enthusiastic. One said, "I had often heard people speak about the chronic, unemployed Negro male but it had never meant much to me until I walked into the pool hall. I saw a dull expression of defeat and anger on the faces of the men, some sitting, others leaning against the walls with hands in pockets. I felt a sense of their deep hostility against middle-class whites. The full meaning struck home. I was confronted with reality."

"Neighborhood House located in the center of the community was used as the home base for the candidates. Arrangements were made with the New Careerists and indigenous leaders of the community who had been hired as paraprofessionals to work and help the community with its concerns and problems, to give assistance and aid to the candidates during their involvement in the community. The candidates participated in tutoring programs, nursery school, recreation, social groups, meeting and talking with individuals, meeting families, attending community meetings and having seminar sessions. A tape on "True Education" by Felix Greene was used; Dr. Herman Blake, professor of Sociology, University of California - Santa Cruz lectured on the "Culture of the Negro Youth" and Dan Daniels, Employment Consultant Economic Opportunity Organization - Hayward, gave a speech on "Interacting with the Deprived Child."

"The candidates met with staff members of agencies having direct impact upon the people of North Richmond. These were the Probation Dept., and the California State Employment Service, Richmond Office!"²

The Job Corps Program

At the Job Corps, the alternate group of candidates began preparations for participation as teaching aides in the corpsmen classrooms. The liaison chief presented the following sketch of the Fall experience.

"As part of each candidate's initial training, he spent six weeks working as a student teacher in the Camp Parks Job Corps Center, 14 miles from Hayward. Half the group of candidates began that program in early September and the other half started in November.

This part of the OFC program was designed to produce these experiences for the candidates:

- to interact with Corpsmen in order to learn their value systems, life styles, and world views -

- to become aware of the similarities and differences between Corpsmen and youth in the general population.

² Olsen, Edward G., Quarterly Report No. 4 (Period Dec. 1 - Feb. 28, 1967)

to discover the relationship between role sets and situations, based upon gathering of data about one or more individuals and interpretation of these data in terms of personality structure.

to build a 'back-log' of experiences to draw upon, including ways of inferring general operating principles from particular developments.

to learn various ways of stimulating the inner motivation of corpsmen, so that their own value systems can be used to help them learn within the classroom, and also to transfer learnings to life situations outside.

A daily schedule developed for the candidates along these lines - the mornings were spent in Basic Education classes, at dorm meetings, informal seminars and staff meetings; lunch was usually shared with the corpsmen at the mess hall; afternoons in Basic Education classes or vocational education classes, writing in journals, talking with basic education instructors, or with the corpsmen.

The first group at the Job Corps consisted of three men and twelve women. Their ages varied from early 20's to approximately 50. Some had just completed their B.A. degree the previous quarter while others had returned to school after many years absence. Their academic majors ranged from Agriculture to Social Science. Each brought to this experience a wide range of personal experiences, as well as wide ranges of exposure to ethnic groups.

As a group, the candidates displayed an eagerness to learn as much as possible about the corpsmen. They were highly motivated to become as deeply involved with corpsmen as their personal time schedule would allow.

It is interesting that the majority of the candidates felt very uneasy with themselves, as well as with the corpsmen, during the first two weeks. After this initial period of uncertainty, as their self-confidence was developed there occurred a period of intense interaction with corpsmen. The candidates began to spend more time at the camp. They would stay long after Basic Education was over as well as returning on weekends to visit corpsmen bringing their children to meet them. Some even had corpsmen to their homes for dinner or to spend the weekend with their family. At the end of their six weeks stay at Camp Parks, many candidates felt that it was cruel of us to ask them to leave "my boys." It was difficult for many of them to "cut the cord" with the corpsmen and many have made plans to continue their association with "their boys" in the future.

In order to evaluate this experience, it was decided (1) to have our candidates keep a written journal describing their observations and reactions to the situations, (2) to observe the candidates in the classroom, dorm, etc. and (3) to have private conferences with the candidates whenever possible.

In the planning stages of this experience, the thought was to try to use our candidates as a catalyst for the three-man teams that were being organized at Job Corps. This was explained to our candidates and they made valiant efforts to fulfill this role but were unable to do so largely because of lack of cooperation on the part of the other members of the Job Corps team. This did not deter our candidates for a majority of them met with counselors and attended dorm meetings of those corpsmen in their classes.

Most of the candidates visited the Automotive Vocational Area and watched their corpsmen in action at that section. The corpsmen felt very positive about this but many of the vocational instructors felt ill at ease with women in their shops and did not encourage their return.

In terms of our initial aims, our candidates experienced a degree of "culture shock." By this we mean they gained some insight into the world view of the corpsmen as well as their own value-structure and world view. Hopefully, we will be able to relate this experience to the next phase of our program and continue to build upon the insights they have gained at Job Corps.³

School District Participation

School District participation was considered the second component of the Fall program. This phase was designed to acquaint the teacher candidates with school and classroom procedures. One staff member was assigned to be OFC's liaison chief with each participating school district (Berkeley, Emery, New Haven and Oakland). All candidates were then assigned to one or another of the four districts.

Reports which follow provide brief overviews of the activities in each district during the Fall semester, 1966.

Berkeley Public Schools

"Columbus University Laboratory School, in Berkeley, under the outstanding leadership of Dr. Jerome Gilbert, has offered OFC candidates unique and diverse opportunities.

Mrs. Ruby Dyer, Guidance Consultant at Columbus School, is the coordinator of the OFC candidates' community experiences. During this phase (1) the students assist neighborhood workers, accompanying them on home visits; (2) they visit several community agencies such as the East Bay Family Service, the Berkeley Health Clinic, and the Neighborhood Youth Corps, to observe first hand, individual agency interaction; (3) they attend parent group meetings to learn what parental concerns are, how these concerns are identified, and how they are formulated into action programs, and (4) the candidates attend School Board Meetings particularly when a controversial issue is being studied; e.g. the ramifications of the tracking system. When personalities of national or local interest are in the area (such as Stokely Carmichael or Saul Alinsky) our candidates are urged to attend.

Mrs. Agnes Blonski, Reading Coordinator at Columbus School will coordinate the candidates' in-school experiences. During this phase, candidates will participate in the Columbus teachers' planning teams, one of whose major

³For a more detailed description and evaluation of the Job Corps experience the reader is referred to the University of California's Report on the First Year Operation, Chapter III, Dec. 1967.

concerns is curriculum development and innovation. In addition to assignments with a master teacher, OFC candidates will continue to participate in community activities.

Seminars will be scheduled at Columbus School in which OFC candidates and staff members, Columbus School coordinators, the principal and as appropriate teachers, pupils, and parents will participate.

Mrs. Silverman, the OFC liaison person working with Columbus School has met with one first grade and two sixth grade teachers to explore ways in which positive attitudes toward the world of work could be developed by elementary school children."

Emery Unified School District

The four candidates in Emeryville have been exposed to a rather unique situation. They have been introduced to the "organization" through a new and different method. The early part of the four-week experience was spent shadowing administrators and getting an overview of the problems of the school as it relates to the community together with the internal problems not usually encountered by a teacher trainee. They have been involved in student conferences, parent conferences, teacher conferences and combinations of these which serve to help the candidate formulate a picture of the "whole". In addition to these conferences, candidates have participated in teacher meetings, board meetings, and public health meetings. They have had the opportunity to participate on a functional level with many of the agencies which work through and with the school.

Classroom observation has also been a part of the experience of the Emeryville candidates. They have had the opportunity to talk and work with children on an individual basis and one candidate in particular has been so enthusiastically accepted that she will doubtless be offered employment for next year.

Candidates have had the opportunity to observe many different teaching techniques and identify with those which seem desirable. One candidate, a parent of elementary children, has come to realize that there is more to running or keeping a school "operational" than the average parent might realize. This person has come to realize that individual differences exist in students and parents, and that these differences are very important as one views the situation.

Continuing contact with the candidates has been important to them, and their observations as disinterested parties have been helpful to the personnel of the schools.

The degree of commitment and cooperation found in Emeryville is truly outstanding and it is believed that continued effort will produce mutual gains.

New Haven Unified School District

The New Haven District includes a portion of South Hayward and Union City. Many of the youngsters come from bilingual homes. Several of the schools are entitled to receive Federal monies under various government programs. Ten of our candidates for the teaching credential will do their practice teaching in this school district. We are also planning several in-service projects to assist the teachers of NHUSD in accomplishing their programs.

Fortunately for the community involvement aspect of our program, the Economic Opportunity Office in Decoto has offered several of their para-professional community workers to work as consultants to our candidates. Our people also will be joining with the community workers daily. Through the community workers, our candidates will visit homes, assist in transporting people to the various agencies, and in listening to the problems of the community. Two of our candidates have had valuable experiences in transporting families to various agencies. On the way to the dentist, our young American-Japanese girl did the interpreting for the community worker who knew no Spanish. Another time, one of our timid young men had to assist in changing a diaper, enroute to the Social Welfare Office. After such an introduction, our candidates should have several extremely helpful contacts in the community.

In New Haven Unified School District, we are going to be working with four schools; two elementary, one junior high school and one high school. Our candidates will begin in January with an experience in assisting the compensatory education instructors for several weeks. Following this experience, they will be assigned to a teacher within a regular classroom, as the new semester begins. During the school year, seminars will be held for the candidates and the master teachers. Sometime during the semester, they will have an experience in observing in the elementary school, if secondary candidates, or in the secondary school, if elementary candidates. This will afford the students an opportunity to see what goes on in the other world.

Along with the Director of Instruction in the New Haven Unified School District we will be planning several workshops and conferences for the teachers in the various school staffs. These will stress sensitizing the teachers to the unique needs of the specific students in the Union City area.

Oakland Public Schools

We began at Elmhurst with the assumption that their staff would be the best possible source of innovative proposals. With this in mind, we asked the Elmhurst staff if they wished to work with OFC and if so, what ideas they would like to see implemented in line with the stated objectives of our project.

Twenty members of the Elmhurst staff then developed nine specific and several general proposals for OFC to work on. These included proposals to develop new programs in English, mathematics, health education, social studies, and fine arts, counseling as well as a program to train laboratory technicians for industry and a program to provide high-protein breakfasts for disadvantaged students.

The task of the OFC staff is now to review and to implement as many of the proposals of the Elmhurst staff as possible within the limitations of our resources. In order to improve our chances of implementing more of the Elmhurst proposals the OFC staff has agreed to recruit ten new teacher-candidates to begin their regular college student-teaching program at Elmhurst in the winter quarter 1967. Five OFC candidates are already scheduled to be placed at Elmhurst for their student teaching.

Our most important work at Elmhurst thus far has been the effort to solicit ideas from the teachers and counselors and then to use their ideas as the basis for our planning. The ultimate success of OFC at Elmhurst will depend on how well we are able to follow through on these ideas and achieve the educational goals defined by the Elmhurst staff.⁴

Spring Quarter Program

In January, 1967, all 29 candidates (one dropped out for personal reasons) began or continued supervised teaching in their assigned school districts. Each OFC liaison chief summarized in the Director's fourth Quarterly Report, the cooperative activities in his district; their edited reports follow:

Berkeley District - Columbus School

In early February, the seven OFC candidates at Columbus entered the teaching phase of their training.

The school's reading specialist agreed to the student teaching program. Every student designed an individualized program or contract. In addition to teaching responsibility in an assigned classroom, each student spends several hours during the week in some or all of the following activities:

1. Independent Study (black history, community structure)
2. Tutoring of one or two pupils in special classes (developmental reading, educationally handicapped)
3. Preparing reading kits which include phonics and word analysis skills materials.
4. Attending teacher team meetings.
5. Attending weekly candidates' problem-centered seminar with the liaison chiefs.

⁴ Olsen, op. cit., No. 3, pp. 13-17.

In-service seminars in which both master teachers and OFC candidates participated, were held.

Emery District

In Emeryville, each of the candidates was assigned to the elementary or secondary school for full-time professional involvement. Each did student teaching under supervision, and each was responsible for cooperatively developing some special teaching project which included a definite world of work emphasis. Not all of these projects was completely successful according to the liaison chief, but on the whole some new and innovative programs were achieved.

Examples of such special projects include:

- a 3rd grade community study unit in which disadvantaged children used large-scale maps received from the Fire Department to locate their own homes, familiar stores, post office, etc. as a part of their reading lesson, then went on field trips throughout the area and identified street signs to locate the actual sites - therefore, for the first time, discovered that being able to read such signs enabled them to find their way to other places in the community.
- a bulletin board-classroom project in the world of work area. The candidate got permission to take over the school's main board on which she posted vocational items of many kinds, persuaded the teachers in the school to discuss these with their classes, and then to lead children into talking about their parents' occupations. Teachers who had been apathetic about the world of work concern have become enthusiastic participators, using the world of work as a format to make subject areas more realistic, walking excursions with an emphasis on "seeing" the work-a-day world and bringing it to a threshold of awareness. Teachers began asking what else they could do in this important curriculum area.
- two quite traditional teachers allowed candidates to experiment with world of work approaches - including production of resource units even in mathematics. The economics of work was an integral part of the child's world.
- a Family Life Education curriculum strand with a strong vocational aspect was organized and taught by another candidate. She planned this consultation with an advisory committee of five teachers. Their view is that part of one's assumption of future family responsibility is that of selecting and preparing for a vocational role. This program reflects what can well be classed as a new model for school district teacher training institution cooperation aimed at mutual sustained positive change. The very nature of this program is directed toward the graduate assuming his role in society and necessarily includes economic and world of work elements.

According to the Project chief, the specific projects reflected some major attitudinal changes in the Emery faculty. Reports from the schools reflect a positive reaction to OFC candidates.

New Haven District - Union City

According to the New Haven District Chief, the district offered a fascinating arena for OFC candidates to observe the many aspects of the world of education. During this school year the district was having many internal problems such as: election of liberal board members, failure of school bonds, and very promising signs prophesying the recall of a rigid board member made up the political climate of the District. Candidates involved themselves in the following:

- observing a hard-fought battle between the basic educationalist and the more progressive thinkers of the community.
- attending teachers' meetings, observing the methods and tactics of the two major teacher organizations.
- teaching within a semi-self-contained classroom on the elementary level and taking over classes on the secondary level.
- working with individuals and small groups.
- participating in staff meetings within their specific school or department.
- group meetings: the "encounter group" led by the OFC community relations coordinator and seminars centered around specific problems confronted by the candidates in the classroom.
- observing in other schools.

The candidates were placed in three schools in the New Haven District; two elementary and one senior high school. Services to the district included:

- teaching assistance in some classrooms
- demonstration lessons
- in-service basic mathematics courses
- in-service workshop for the district (in planning stage)
- assistance to the social studies department in the high school
- suggestions for greater participation and communication between students and teachers

Innovative projects initiated by the candidates were:

1. the use of movies to help small groups of students in developing language skills.
2. stock market procedures (role played by students)

3. Money management
4. Spelling - use of crossword puzzles
5. Team learning
6. Experiments in grouping." 5

The candidates were assigned to the James Logan High School in New Haven School District. The chief reported the following:

"James Logan High School has a mixed population of approximately 1200 students and 68 faculty members and perhaps is one of the most exciting high schools in this area. Although this district is in the midst of an ideological controversy between the School Board and the school administration, the faculty has never lost sight of its fundamental role as teachers.

The social studies department asked the OFC candidates and staff if we would help evaluate their present program and suggest any areas in which greater participation and communication between students and teachers might occur. Their program was outlined for us at our initial meeting. Problems they have been having were brought out, the major one having to do with reading.

The faculty asked:

- 'How can we overcome this block toward reading?'
- 'What new technology if any could be used which would hold the students' interest, while at the same time would be applicable to the subject matter being discussed?'
- 'Can the same reading materials be used for Mexican-American kids and others who are not reading up to grade level? Or, would it be better to use bilingual materials for one and not the other?'

As a result of this initial involvement we began to have weekly seminars with OFC staff, candidates and high school faculty focusing on concerns such as:

- who are these youngsters we are teaching?
- what are their world views?
- Is there unity in the world view of the student body or are there diverse world views being expressed?
- in what way do their world views differ from those of the faculty?
- what techniques can we use in the classroom that would help obtain information on these questions? If we can obtain the information, how can we use the curriculum as a vehicle to help the students expand

⁵Ibid., p. 4

their world view so they can see alternatives in the present day society as well as the past as a mirror for the future?'

The Social Studies Department felt that if they could develop some systematic manner in which to get answers to these basic questions they would be able to build a more effective program for all students. Projects considered for the high school were:

- Open problem-centered seminars for students and faculty during school hours.
- Remedial reading classes using reading experts from California State College to help set up the program.
- Reading tutors for students who need help.
- Some candidate-teacher seminars to explore the difference in self-concept of Mexican-American middle-class youngsters and those from low-income communities.

OFC candidates were given the opportunity of trying some innovative approaches to one class - 32 students, average age 16, lowest academic students in the school, ethnic origin primarily Mexican-American. The candidates, along with the regular social studies faculty planned a series of approaches and objectives. To implement these, our candidates were given the responsibility of the class for approximately six weeks. The class was split into two groups with each half having two OFC candidates as their teachers."⁶

Oakland District - Elmhurst Junior High

The Oakland liaison chief's candid report of the Spring semester activities was described as follows:

"Since the seven regular OFC candidates and the seven Winter quarter Cal State entry candidates began working at Elmhurst in January, the OFC program has developed along several lines. The Elmhurst staff has been most cooperative and understanding. They have made many helpful suggestions to me and to all of the candidates. They have generally been tolerant of our shortcomings and enthusiastic in their support of what we are all attempting to do.

⁶Ibid., p. 5

Mrs. Carolyn Crane, mathematics and homemaking teacher, has agreed to serve as the coordinator of the OFC program at Elmhurst; she worked for a number of years as a medical secretary before returning to the teaching profession last September. Since the medical, secretarial and educational fields are three of the most promising vocational areas for women I feel that Mrs. Crane's background is especially appropriate for the OFC program.

The 13 teacher-candidates at Elmhurst (one withdrew early in January) began with observations of individual Elmhurst students both in classes and in other on-campus activities. The purpose of this initial experience was to develop, in the candidates, a deeper and broader understanding of two or three students than they might be able to get in a regular classroom teaching assignment. It was originally intended that the observations of students would be followed by conferences with the student's teachers, interviews of the student and in some cases, home visits. Candidates would write detailed case reports on each of their students and case conferences would be held.

For a number of reasons the individual case study phase of the candidates' work at Elmhurst did not work out as anticipated. Two of the reasons for this appear to be that the candidates were anxious for actual classroom teaching experience and Elmhurst teachers were eager to put the candidates to work on problems which they were facing. Furthermore, there was considerable difficulty in conducting legitimate case studies of Elmhurst students because of the physical conditions under which the students and candidates were working, some uncertainty as to the purposes of the case studies and an understandable reluctance on the part of many candidates to assume a role for which they were not specially trained.

The case study phase was successful, in that it provided an introduction to Elmhurst Junior High School for our candidates and enabled a large number of teachers and candidates to get to know one another in fairly short order. It also served to emphasize the idea that the school exists to serve individual students even though they are usually found in groups of thirty or more.

As the case study phase was terminating the candidates began assuming responsibilities for a wide variety of school and classroom activities. My intention was to encourage an open and continuing dialogue between candidates and teachers regarding their mutual expectations and hopes. Both teachers and candidates took initiative in proposing programs and I participated as much as possible or necessary. My role was somewhat that of an honest broker with a reluctant veto. In some cases I made specific suggestions to teachers and/or candidates and I will continue to do this.

Essentially three kinds of experiences are being planned with and for each candidate:

1. A student-teaching experience in a self-contained classroom operating under generally "normal" conditions;
2. A student-teaching experience usually in a self-contained classroom operating under generally "difficult or abnormal" conditions. In this experience the candidate would be able to deal with special problems in cooperation with the Elmhurst staff and other OFC candidates.
3. An experience in innovating a new program at Elmhurst with emphasis on vocational education wherever possible.

We hope to take advantage of every possible opportunity for our candidates to work with a large number of Elmhurst teachers. Ideally we will involve each member of the Elmhurst staff in at least one aspect of our program. To illustrate the innovative experience phase of the program it may be well to simply list the new programs with which our candidates have been directly or indirectly associated:

1. Programs already initiated:

- a. A new science program and tutorial assistance for special classes.
- b. A newswriting class and the publication of a school newspaper
- c. A program to familiarize Elmhurst students with vocational opportunities in the Elmhurst business community. This program has been initiated by Mr. Joseph Lee, principal of Elmhurst. Several OFC student-written and acted dramatizations of their interpersonal problems have been produced with the help of OFC candidates.

2. Programs in various stages of Planning:

The program to train laboratory technicians beginning in junior high school, proposed by Mr. Pritchard of the English Department last Fall, has been discussed at great length. The science teachers at Elmhurst, the three OFC candidates who are biology majors and Professor Phyllis Gross of the Biology Department at California State College, Hayward as well as several members of the staff at Shell Development in Emeryville have all been involved in planning this innovation. Mr. Pritchard and Ron Davis, one of our biology majors, spoke with Shell Development representatives on the subject and were promised their cooperation.

The current problem we are facing is essentially one of curriculum planning and of coordinating the efforts of everyone involved to the end that the 20 students selected by the science teachers for this program will achieve the kinds of goals which all of us seem to agree on. It is early to say with assurance that we will be successful in initiating the laboratory technician training program, however, the enthusiasm for the objects of the program is widespread and I remain optimistic.

We are planning several large group presentations of broad historical problems, for the four eighth grade U. S. History classes which meet fifth period. Several of these presentations will concern the world of work, the history of labor in America, the problems of industrialization and automation and similar topics. The presentations will be as dramatic and as interesting as possible and will be followed by small group discussions of questions raised. The discussion groups will be conducted by the four Elmhurst teachers involved and by most of our 13 candidates.

Small group instruction for non-achievers in one U. S. History class is now being tried. Along with this several candidates are finding, editing and writing material about Negro history which will be both interesting and readable for low-achieving 8th grade students. It is intended to use this material both for teaching U. S. History and for improving the reading performance of Elmhurst students. In attacking this problem we hope to work with one 8th grade remedial reading class.

Several candidates are also working on the development of a unit on "vocational English." We hope to try this at the 7th, 8th and 9th grade levels, in various forms and organize the unit in such a way that we will come out with some warranted hypotheses about such instruction. Two candidates have assumed responsibilities for planning a vocational interest inventory of Elmhurst students and a job survey of the Elmhurst community. Arrangements are being made to have 5 or 6 candidates take over the classes of Elmhurst teachers for a day in order to enable the teachers to visit Camp Parks Job Corps.

The possibilities of assigning members of an elective homemaking class to work as teacher aides and tutors at a nearby elementary school are being explored. Such a program would be similar to the program originated in Oakland by Ruth Love, at the elementary level and currently in operation at the senior high school level under the Neighborhood Youth Corps.

A questionnaire will be sent to all members of the Elmhurst staff seeking their reactions to the OFC efforts at their school this year and their recommendations for next year. This questionnaire will be similar to that which Mrs. Silverman is circulating at Columbus.

Termination of student teaching at Elmhurst - the process of terminating 13 teacher-candidates, two to three weeks before the end of the school semester was confusing. Since each candidate was working in a different program at Elmhurst with different commitments to students, to teachers and to one another there has been considerable difficulty in making plans appropriate to everyone.

One example of this problem came in Mrs. Harryman's fourth period English class which had been divided earlier this semester into four groups, in order to permit three of our candidates to work with her in developing more effective instruction for this low-achieving class. Unfortunately the program had not been in operation long enough to show any positive results when the May 26 termination date came up. Only one candidate was able to continue working with her small group after May 26.

This example may serve to illustrate another fact of life in the public schools; the school year, like the classical tragedy, has a definite beginning, middle and end. If our candidates are to develop skill in coping with the realities of the school as a social institution they should be involved in all three of these phases.

The importance of being involved in the beginning of the school year has been demonstrated by another problem faced by the candidates at Elmhurst. In taking over a class of students from a regular teacher most candidates found that this transition presented problems for everyone involved. It was felt by most candidates that if they had been present at the beginning of the school year their roles and responsibilities might have been more clearly defined.

Jobs - None of the 13 candidates at Elmhurst has yet been offered a contract by the Oakland District. Three of them will be teaching in relatively advantaged areas of Danville, Fremont and South San Francisco and one has accepted a teaching position with the Alameda County Juvenile Probation Department. There are of course, many reasons why particular candidates may or may not be offered a job in a particular district but the concern of all of the candidates with getting a job coupled with the fact that Oakland has not offered any of them a contract should certainly encourage examination of some of our practices and assumptions more thoroughly.

Assumptions made at Elmhurst were that if we endeavored to help the teachers do a better job in the school, if we looked for ways of trying out new practices and if candidates were given a large measure of freedom to initiate programs in cooperation with teachers, we might be able to bring about significant positive changes in the school as a whole, in classrooms and in individual students.

In the light of our experience, this assumption may have been unrealistic. Having been given much freedom, several candidates have stated that a more structured, directed program might have helped them to avoid some of the difficulties they have faced. There is no consensus on this among the candidates but there is general agreement that we should limit our commitments in the school so that we can concentrate more on the act of teaching and less on other ad hoc innovations and exciting new ideas.⁷

Year's End in the Districts

Throughout the rest of the Spring semester all candidates continued to work full-time as student teachers in Berkeley, Emeryville, New Haven and Oakland. In each district, the programs were directed by one OFC staff member. For a detailed description of the year's end activities in each of the districts, the reader is directed to the Fifth Quarterly Report.⁸

Instructional Procedures

The second and third "strands of experience" in the Hayward Program dealt mainly with the formal instructional phase of teacher training. The rationale, as postulated by the Hayward Director was stated as follows:

"We (staff and candidates) start in the program by meeting people in neighborhoods rather than hearing lectures in the classrooms, then we will move into conceptual analysis and enrichment through seminars, readings and discussions."⁹

⁷ Ibid., pp. 7-9

⁸ Olsen, Edward G., Quarterly Report No. 5 (period Mar 1 - May 31, 1967)

⁹ Olsen, Edward G., Quarterly Report No. 3

The instructional plan was to individualize the professional graduate-level preparation as much as possible. This was to be accomplished through the use of small learning teams of candidates, under the guidance of the interdisciplinary Project staff and through use of a wide variety of resources, persons, and materials. The traditional discrete courses in Educational Foundations, Methods and curriculum were to be replaced by problem-centered seminars reflecting and making conceptually meaningful the candidates' experiences in working with disadvantaged students and with people in poverty communities.

The seminar method of instruction was drawn up and accepted in principle by the staff. All candidates, the staff and the participating teachers were to meet monthly at the OFC off-campus center for the seminars.

The plan apparently was modified in actual practice. For example, there is little evidence to indicate that the participating schools became involved in any significant way with these seminars. Also, a different schedule and emphasis was later proposed. In his Fifth Quarterly Report, the Director described a series of bi-monthly professional discussions. Each of the discussions centered on a major area of current student concern. Topics and speakers included:¹⁰

"Discipline"	John Randolph & Gloria Ott Elmhurst Junior High School
"What's Innovative?"	George Wilkinson & Irene Sisler PACE Center, Alameda County School Dept.
"City Schools Experiment in Teaching Disadvantaged Children?"	Den Willis Former Chicago Supt. of Schools
"Film-making with Mexican- American Children"	Betty McAfee OFC candidate
"Developing a Family Living Curriculum for Deprived High School students"	Marilyn Turner OFC candidate

¹⁰Olsen, op. cit., No 5. p 10

Other Methods of Instruction included:

Basic encounter group sessions

Workshops (Art for elementary teachers, etc.)

Public Lecture Series (Teaching in an Age of Revolt)

Informally organized seminars (liaison chiefs and candidates)

Learning Resources for the Project were many. The carefully selected library included several hundred volumes and pamphlets shelved in these categories:

American Education	Child Development
Teaching Process - General	Curriculum
People in Poverty	Personality, Learning & Instruction
Negro Americans	Counseling & Guidance
Other Minorities	Career Curriculum
Culture and Society	Language
School and Community	Prejudice & Discrimination
Teaching the Deprived	Children's Books

Two specialized bibliographies were prepared and distributed. One on Teaching the Deprived Child, the other on Race and Racism. (See Appendix A for specimen copies.)

Curriculum Development

Early in the Fall of 1966, the staff organization included a curriculum committee. Several plans were submitted, but there is little evidence to indicate that any one plan was implemented. One approach presented to the entire staff suggested the need to: (1) have the candidates define behavior categories; (2) refine the goals of the program; (3) organize these goals into learning systems; (4) implement these, in turn, into the participating school districts; (5) evaluating the total effort. However, it appears that this proposed procedure was never instituted as a coordinated part of the Hayward program.

In retrospect, it appears that part of the difficulty in agreeing upon a "standard" or unifying curriculum for the teacher candidates was the differences in educational philosophy of various members of the staff. Early in September, two divergent views on training procedures were presented. One

dealt with subject matter orientation with required attendance by the candidates. The other viewpoint stressed the experiential, i.e. "give the candidates an experience and see what happens."¹¹

In an attempt to find resolution of differences, the Director issued a number of communiques to his staff.¹² However, there is little to indicate that a unifying curriculum was ever developed in the first year. The evidence is fairly clear that diversity of curricula content predominated. This can be found in the individual reports of the program development in the respective school districts.

Plans for the Next Year

The Director reported in his fifth Quarterly Report that a number of changes in program policy would be instituted for the 1967-68 program. These dealt with personnel role definitions, communications and publicity, recruitment of a new class of teacher candidates, evaluation procedures, orientation sessions, program improvements, and restatements of project objectives.¹³

The Director also proposed that a two-week program design workshop should be held in the month of June 1967. This would involve the participating school district personnel, community lay people, the OFC liaison chiefs, college supervisors, and several of the First Year candidates. The purpose of the workshop would be to detail the total OFC program for the next year, - "including integration of pre-and-inservice offerings, production of world of work materials and intensive trial of innovative teaching approaches and related community experiences."¹⁴

¹¹ Minutes of September 1966 staff meeting

¹² Olsen, Edward G., "Curriculum Planning Assumptions," mimeo, Oct. 19, 1966

¹³ Olsen, Edward G., Quarterly Report No. 5, (Period Mar 1 - May 31, 1967)

¹⁴ Olsen, Edward G., Quarterly Report No. 4 (Period Dec 1 - Feb. 28, 1967) p 15

Summary

The first year program for the Operation Fair Chance teacher candidates started with experiences working with disadvantaged youth in poverty communities and the Job Corps unit at Camp Parks. The candidates then moved into the participating school districts as observers and teaching aides. During the Spring, the trainees gradually took on greater responsibility for teaching disadvantaged children and youth. The combined experiences were to serve as the foundation for curriculum content.

Instruction in teaching methods, subject matter, urban sociology, educational foundations, etc. was handled through formal and (more often) informal seminars conducted by the liaison chiefs. Each liaison chief described the activities and instructional procedures which took place in the respective school districts. It is to be noted that the programs were fairly individualized and followed along lines in keeping with the particular interests and "styles" of the liaison chiefs.

The instructional methods incorporated in the program included public lectures, basic encounter group sessions, skill development workshops; curriculum content development was seriously attempted, but, never implemented. Part of the problem probably stemmed from the two divergent views of the staff. One view was that subject matter should dominate the educational process and the other stressed the experiential, i.e. the program should provide experiences for the candidates which would, in turn, constitute the basis for curriculum content development.

Plans for the next year's program were developed. However, because of a combination of factors (including the curtailment of Federal funds,) the second year changed emphasis and a new staff took over the responsibility of planning and implementing a teacher education program for the disadvantaged.

CHAPTER IV
EVALUATION - FIRST YEAR

Background Information

From its inception, evaluation was to constitute one of the most important provisions of the Project. Rather than to expect persons involved in the program to evaluate their own work, it had been agreed that an independent evaluation could be more objective and more useful. The School of Criminology, University of California, Berkeley, accepted this responsibility. An evaluation team was designated and it was provided autonomy in determining the tools, techniques, and procedures in evaluating the outcomes of the Project.

"Inside evaluation" was also considered to be an integral aspect of the Hayward program. A battery of attitude, and knowledge inventory instruments was administered to all candidates upon entry into the program and also to a comparable group in the College's regular teacher credential program. (Both groups were to be retested in June, 1967, to determine possible differences in substantive and affective growth.

Staff was expected to make continuous evaluation of the whole developing program and also of each candidate's individual progress as a professional worker. Candidates were also expected to evaluate their own experiences based upon anecdotal journal entries.

"Follow-up evaluations" were to be undertaken the following year and in succeeding years in close cooperation with the school districts employing the candidates. Thus, the functional appraisal of the program's success was to be sought: How well do California State College, Hayward, Operation Fair Chance graduates perform as teachers in comparison with others credentialled through the conventional program? ¹ Answers to this question could not be

¹ Operation Fair Chance, "Proposal for an Experimental Program for Teacher Certification: Elementary and Secondary, California State College, Hayward, October 1966.

sought as far as the "outside" agency on evaluation was concerned. Budget curtailments and the subsequent decision by the U.S. Office of Education not to fund OFC for the second year contributed to a drastic modification of the original evaluation plan.

The research design included a followup study of the first year's candidates. The evaluation prospectus stated:

"in which such important questions would be investigated, as for instance, the carry-over effect of the training, whether the candidates chose to select disadvantaged schools in which to teach, the problems encountered in the public school situation which might tend to impede the application of Fair Chance concepts, and so forth".²

This planned study was never implemented. The second year staff, however, attempted some mini-followup studies.

Certain "inside" evaluations were made by the staff and candidates and these will be reported in this Chapter. The second year staff's "stop-gap" methods of evaluating the first year will also be reported here.

Inside Evaluation

On the first day of the Fall 1966 quarter, the candidates were administered a battery of tests to establish baseline data prior to their involvement in the program. At that time the candidates were also given a questionnaire to ascertain demographic data and their perceptions about education, culture, and the disadvantaged.

The battery of tests was also taken by a control group of 45 candidates enrolled in the regular teacher education program of California State College, Hayward. The tests were readministered in May 1967, to identify whether there were any significant differences between the experimental and control groups on the various test variables concerning attitudes, interests, personality, role constructs, and values.

²Lohman, Joseph, and Paul Takagi, Operation Fair Chance, Report on the First Year Operation, Regents of University of California, Dec. 1967, p. 115.

Tests used were: Gough's Adjective Check List; Holland's Vocational Preference Inventory; California Psychological Inventory; Kelley Role Construct; and, Landis Value and Work Opportunity Scale.

Results of the pre- and post-testing are unknown since most of the collected data were not analyzed or interpreted.*

However, the director of the second year staff initiated an analysis of part of the test data in order to determine the effects of the first year training on the candidates.

Specifically, the Director was interested in checking the test data which related to the first project goal, i.e., "to improve teacher understanding and acceptance of children whose backgrounds and behavior patterns are drastically different from their own." This goal, of course, was a conceptual statement which needed to be translated into behavioral terms. Therefore, an assumption was made that the effectiveness of the Hayward Program could be demonstrated (at least partly) on the basis that the teacher candidates who completed the OFC program would:

1. Demonstrate significant awareness and acceptance of the values held by disadvantaged children, and
2. Persist in socially disadvantaged schools.

A mini-study was designed to test the first assumption. Persistence was checked by comparing Value Orientation scores of candidates with the type of teaching position they accepted.

* The U.S. Office of Education decision not to fund the second year forced the OFC State administration to transfer the remaining evaluation program funds into the general program budget.

Testing the First Assumption

To test significant awareness and acceptance of the values held by disadvantaged children, the Landis Value Scale was administered.³ The experimental variable was the participation of the group of teacher candidates in OFC. The criterion variable was the degree to which teacher candidates would perceive values and awareness of opportunities which are held by disadvantaged students. Experimental and control groups were used. The t-test between independent means was used to determine the significant level of the means between the groups as measured by the Landis Value Scale.

The findings did not conclusively indicate that the teacher candidates who participated in the first year changed their perceptions of the values or awareness of opportunities held by disadvantaged students. The only group of teacher candidates which showed a significant increase in its mean score between pre- and post-test on the Landis Value Scale was the group made up of the regular program elementary teacher candidates (control group) who were not exposed to the experimental variable (O.F.C.)⁴

One could conclude that participation in the first year program at Hayward did not have a significant influence upon the candidate's perception of the values held by disadvantaged students at least as measured by the Landis Value Scale. Persistence in disadvantaged school districts was more difficult to determine. However, statistics on placements revealed that 28 accepted teaching positions and 18 of these were in districts with high percentages of poverty income populations. There was no significant relationship between scores on the Landis Value Scale on employment in disadvantaged schools.

³ Landis, Judson, R., Value Orientation Scale.

⁴ Coates, Robert B., "Disadvantaged Pupils - Values as Perceived by Teacher Candidates" - unpublished M.A. thesis, California State College, Hayward, Department of Educational Psychology, 1967.

Other studies of the first year candidates were conducted by the second year staff. One such study involved personal interviewing of a sample of candidates teaching in the Day area. The purpose of the interview project was to provide some light on how the candidates perceived their OFC training experience in relation to their first teaching position.* A summary of one interviewer's general observations follows:

1. Strengths of OFC Program: These were spotty, and not shared by all interviewees. They include the eye-opening, worthwhile experience of teaching in a ghetto school, the relative freedom to innovate and develop style and some effective staffers and guest speakers.
2. Weaknesses: All six graduates felt there was a lack of direction and concern on the part of the OFC staff, with the few exceptions noted above. Interviewees felt they were placed (with poor transition) in a school and then forgotten. Too few visits and too little observation were common complaints. One graduate felt the staff was ill-prepared to run a program aimed at helping the disadvantaged. The second most-agreed-upon weaknesses were Seminar meetings. Remarks included "groups too large," "time wasted getting to know each other," "too much anthropology," "materials and readings not relevant," and "subject matter too sophisticated."

Under theoretical knowledge the following materials were considered weak: Art (3 graduates), Reading (3), group work and classroom organization (2), lesson plans (2). One graduate felt she needed more in education methods, and another felt Columbus School was a poor choice because several experimental and research projects were underway there that interfered with her teaching. Another interviewee felt that several candidates who passed the OFC program should have been dropped because they were neither well-motivated nor qualified. One person said that much more time was needed on the political and economic issues affecting school boards, district officials, principals, and administrators.

3. School/Community Relations: The response to questions about school/community relations and the degree to which graduates were involved, were very disappointing. Not one school had even a semi-effective program, and none of the interviewees had any suggestions as to improving communications between the community and the school. Only two of them were active in their own community affairs, and none of them participated in school/community activities. Nor did any of them feel a need to change the situation. Some lip service was paid to better relations, followed by such remarks as "the teachers don't want parents around," "it's the principal's job," "the parents don't care."

* A detailed account of the interviews may be found in Appendix A.

4. Career Plans: Of six interviewees, four were teaching middle to upper class students, one teaches the disadvantaged, and the other counsels the disadvantaged at a vocational center. If their intentions materialize, next year will find three teaching in middle to upper-class schools, one teaching the disadvantaged, and two not teaching at all. Of these two non-teachers, one never intended to teach (Turner) and the other (Frans) is forced to drop out for familial reasons. She intends to return in a couple of years. With the exception of Mrs. Turner, everyone likes teaching and wants to continue. Some not teaching the disadvantaged express guilt feelings, but indicated they will not change from their middle-class schools. One graduate exclaimed, "Why should I subject myself to such sacrifices?" The last question about what they hoped to accomplish as a teacher really threw them. Their struggle indicated a lack of clear-cut objectives and they obviously have not given much thought as to what they hope to achieve as teachers.⁵

A comparative study of regular program and OFC teacher candidates was conducted by two members of the first year staff.⁶ Early in the school year it was decided that meaningful comparisons between OFC candidates and the students in the regular program could best be made by studies carried on during their student teaching time. Accordingly, tests were developed with the view of pre- and post-testing the children in the classrooms to be taught by both groups of candidates on cognitive and attitudinal measures as well as measures of classroom climate. Random samples of both candidates and "controls" were observed using a rating form developed by the team and the Flanders Amidon Interactional Analysis Scale. In addition, a descriptive assessment of the classroom activity was obtained during the course of each observation. The authors admitted to several delimiting factors in the design and summed up the study in the following manner:

"The observers felt that there was the same range of teacher competencies ranging from excellent to poor, within the two groups. These ratings are based upon the observer-developed rating scale and upon the descriptive assessment. Since the Flanders-Amidon Scale was not able to be used in all instances; it was not used in evaluating teaching competency."⁷

⁵ Metzger, Wm., "Research Project on Operation Fair Chance," May 1968.

⁶ Barclay, Lisa, and Peter Chroman, Student Teacher Observation OFC Candidates vs. Controls, Spring 1967. Mimeo.

⁷ Ibid., p. 6.

The authors described other conclusions as follows:

1. A good grasp of subject matter, and a ready repertoire of methods may be essential for a teacher to get across the data to the youngster, but it alone does not seem to be enough for a good, interesting, and dynamic lesson to occur. Stated in another way, a good grasp of subject matter is essential but not exclusive for a good presentation. The teacher must also feel and project, in both a verbal and a non-verbal manner, his interest in the youngster as a person and as a competent learner.
2. It would be difficult, if not impossible, to state with any degree of certainty as to whether the OFC program is more or less effective as a teacher training program than is the regular College program. In both groups excellent and poor student teachers are found. Regardless of what group they were in, the similarity of teaching styles were comparable in both extremes. The higher frequency of the Excellent ratings among the College group raises some interesting questions concerning the Fair Chance program." ⁸

Program Evaluation

Attempts to appraise the OFC first year program falls into two categories: (1) candidate and staff perceptions, and (2) outside agency judgments. Candidate perceptions concerning their expectations were ascertained at the beginning of the Fall Quarter 1966. Their ideas were recorded as follows:

1. Need some round table hours, small groups of 8 to 10 in each where they could discuss common problems, analyze tapes, books, etc.
2. Need help on general methods and common teaching problems.
3. There is a need for improvement of communications about changes of dates, meetings, etc.
4. There is a need for an opportunity to see school open and get into the schools earlier.
5. There is need for an opportunity to visit more teachers and compare teaching styles.
6. There is a need for more community experience - possibly all year long and possibly in the district where student teaching will be done.
7. They indicated that they were dismayed at attitudes of some of the regular teachers toward the disadvantaged child.

⁸ Ibid., p. 8.

Staff perceptions of the program were also recorded as follows:

1. Reduce the number of partner districts.
2. Reduce the number of staff members
3. Define objectives specifically, in teacher behavioral terms.
4. Involve the College in more ways and more depth.
5. Integrate better the pre-service and in-service program.
6. Implement the world of work commitment in all districts.*

Outside Evaluation - State Board of Education

At the suggestion of the State Director of Operation Fair Chance, Dr. Paul Lawrence, an evaluation team for the State Board of Education was invited to review the program being conducted by the Centers at Fresno and Hayward on April 4, 5, and 6. The complete report is included in Appendix A of this report. However, a few comments about the Hayward program from the Accrediting team will provide an example of an outside agency's impressions. They recommended:

- "1. Provide stipends or some form of financial support for candidates in the pre-service program.
2. Recruit candidates who will become specialists in teaching the disadvantaged.
3. Begin the community orientation program during the summer so that candidates can begin the fall term as interns in the cooperating schools.
4. Make sure that candidates are acquiring an adequate sequential body of knowledge and methodology.
5. Assure strong supervision by pairing candidates with well-qualified supervising (master) teachers.
6. Achieve more coordination and uniformity among the various "liaison chiefs" in order to permit proper evaluation and comparison with "control groups".
7. Achieve greater cultural diversity among the candidates who are admitted to the program.
8. Develop a somewhat more coordinated and more structured program, avoiding both a "too loose" and a "too rigid" pattern.

* Each staff member was asked to record his experiences. This is merely a summary of the staffs impressions of the weaknesses in the first year program.

9. Provide some preparation in methods and lesson planning - -
10. Provide more opportunity for interns to meet with supervisors and to discuss problems, methods, techniques, and to compare experiences.
11. Strengthening the work with Mexican-Americans in the New Haven Schools, possibly by staff representation.
12. Using the community orientation as effective bases for the theoretical and cognitive aspects of the instructional programs of the interns.
13. Include in the program some preparation for the problems, frustrations, and conflicts which the candidates may encounter when they are "on their own."
14. Provide more built-in references to the vocational implications in the project.
15. Translate the objectives of the Project into measurable components.
16. Improve and enlarge the "sensitivity training" to include school district personnel.
17. Put greater emphasis on the production of instructional materials.

The team closed its report with the following comment:

"The consensus of the evaluation team was that significant beginnings have been made in the development of the more effective teacher preparation program for schools in "disadvantaged" communities, and that they should be encouraged to continue. Considering the first year to be one of exploration and experimentation, the second year should be considered a critical one, and every effort should be made to encourage its success, including the provision of additional financial assistance."⁹

The major effort at outside evaluation, of course, was made by the School of Criminology, University of California, Berkeley. Their conclusions were indefinite. For example, in the section on "observations" the authors wrote the following statement:

⁹Toews, Emil, ed., Report on the Evaluation of Operation Fair Chance - an Experimental Program in Teacher Education, May 1967, pp. 6-8

¹⁰Ibid., p. 12

"Though the preliminary data contained in this report are suggestive that the goals of Operation Fair Chance are on the road to realization, there seems to be no way that any definitive statements can be made in this or in any other report. Approximately 18 months of study and data-gathering are involved in the research team's efforts to date, and its members were engaged in the project of evaluating the data when the administrative decision to terminate the evaluation was reached. Therefore, it cannot be in the province of researchers to make definitive statements about such a preliminary study."¹⁵

A detailed account of organization and administration problems, demographic characteristics of the trainees, substantive data, problems of student teaching, curriculum development and instructional techniques can be found in the report. However, a summary statement of the Evaluation Team's Report on the Hayward Program is herewith offered:

The bulk of the report describes the social organization of the group of people trying to implement a program of experimental teacher education. It describes, in detail, the history and development of the Hayward Program and the interaction of the project staff and the participating school districts. Demographic characteristics of the trainees were gathered. For example, the Hayward group was predominantly female, Caucasian, older (33 years) and middle-class. Very few minorities (9.0%) were in the first class. Most of the Hayward group were graduates of colleges or universities other than California State College, Hayward.

The report suggested that the candidates who show the greatest understanding of minorities problems are most often older males of lower-class origin, politically independent, but who have been members of political and social service organization and who have studied science as undergraduates and who are working for the secondary credential. (These variables helped provide a focus for recruiting the second year class).

The evaluating team noted that the Hayward candidates attempted a number of class-room innovations and novel demonstrations. They include such experimental techniques as:

1. A third grade community study unit in the Emeryville school district (to increase interest in learning to read).
2. The use of home movies (a language arts project to motivate non-English speaking students to begin perceiving reasons for learning English). New Haven District.
3. Problem-solving approaches to the study of social science (an effort to show low-achieving senior high school students why community institutions were relevant to their lives) New Haven.

¹⁵Op. cit., p. 115

4. A school newspaper was begun at the junior high level - Oakland.
5. Stockmarket transactions as a means to learning percentages, fractions, decimals, and whole numbers (students role played the running of a stock market) New Haven District.
6. Negro folktales as part of literature curriculum, Berkeley.
7. Catchy games and crossword puzzles as a homework assignment for a junior high French class - Oakland.
8. Family Life education program developed as a joint effort by school personnel and OFC candidates to motivate pupils to begin thinking of future family responsibilities and as their vocational role in that family. Emeryville.
9. A junior high school program was designed to familiarize the students with vocational opportunities in the local business community. Educational requirements needed for these jobs.
10. In an elementary school, it was thought that because of the youth of the children, concentration should be on building ego-strength rather than specific occupational choices.

The report noted that very little in the way of world-of-work instructional materials was prepared by the Hayward staff, but, provided specific information on the factors which hindered progress in this area. The team commended the Hayward program's focus on community contact, and the emphatic quality of its first year candidates.

Discussion

The last four chapters have described the history and development of an experimental teacher education program which began in the minds of a number of professional educators as early as 1945. The basic impetus behind the project was the notion that traditional methods of preparing teachers of socially disadvantaged children and youth had not worked and drastic changes in teacher preparation were needed. In addition, it was believed that school systems had to change especially with respect to prevalent attitudes among school people towards racial minorities.

The project was also supposed to influence school systems to revise their curricular thrust in the direction of vocational education. The ambitious nature of the project had important implications for program implementation and evaluation. Highly verbal and abstract statements of human ideals are not easily programmed or researched. The staff at Hayward came out of a variety of academic disciplines. Philosophical differences with respect to curriculum

development, instructional techniques, and research focus seriously hampered the development of a viable teacher education program. It appears that these differences were never settled and Hayward really developed four separate programs which operated in school districts under the direction of OFC liaison chiefs.

There is little evidence to indicate that any of the five project goals were actually achieved by in-service teachers, administrators, or the candidates themselves. There is data however, to suggest that given a proper amount of time and financing, the people involved in the project would be moving along the road to goal realization. Indeed, the documents released by the Director and his staff in the late Spring reveal the growing awareness and ability of the staff to translate primary objectives into methods, curriculum content, and instructional principles.* One year of program operation was simply not enough time to reconcile philosophical differences and settle on a basic program design.

Other factors entered the picture which forced a rethinking of the whole project focus. One of these came about in the Spring of 1967, when the Director was removed and a new director of the Hayward program was appointed. Another, was the obvious need to bring into central focus the autonomously operated teacher education program in four widely separated school districts. Lastly, input from the Evaluation Team's preliminary report, the candidates own impressions of the program and the staff's evaluation of the first year's activities indicated a need to concentrate efforts in one, or at the most, two school districts and to attempt fewer ambitious programs in those districts.

Events which took place during the summer and fall, 1967, would change the direction of the project.

*See Appendix for specimen copies of curriculum objectives, and instructional time scheduling plans for the second year.

CHAPTER V

HAYWARD PROGRAM - SECOND YEAR

Background Information

During the Spring semester, 1967, the U.S. Office of Education reduced the operating budget by forty-five percent. However, even before this event took place, the Director and staff had begun to plan the next year's program in relation to the known facts at the time. For example, the staff had available to it the "Report on the Evaluation of Operation Fair Chance" compiled by the Accreditation Team of the State Department of Education. Also, it had a preliminary report from the University of California, Berkeley, specifying the lack of effort in producing instructional materials. In addition to these, both candidates and staff members themselves had scrutinized their experiences for the first year and expressed a growing disillusionment with the whole project.

A number of documents were issued during this period which revealed the need to revise the program. The following are summary statements of program and personnel revisions recommended by the Director and staff:

1. Centralize the program and reduce the participating school districts to one or two districts at the most.
2. Reduce staff and specify role definitions.
3. Redefine objectives and evaluation procedures.
4. Develop a systematic curriculum¹
5. Continue working within blocks of time rather than in discrete courses.
6. Identify specific content for in-service workshops.
7. Attempt to produce vocational education materials.
8. Develop a research design for the Hayward program.

¹The Hayward Director proposed an elaborate curriculum guide fashioned after the Fantini model. The OFC staff members also presented curriculum plans for the second year (See appendix A)

The attempt to do too much was summed up by the Hayward Director in a memo to Dr. Lewie Burnett:

"This year we have had to simultaneously try to understand and work with each other, design and organize a many-facet program, teach candidates, and develop valid research. Next year we should certainly be able to operate much more smoothly and effectively."²

Administrative and staff changes were made with the appointment of Dr. Tudor M. Jones, Professor of Education, California State College, Hayward, as new director of the Hayward Center. The staff recommendations for the next year's program were considered and the following decisions were made:

1. Retain only three members of the first year staff (Stevens, Silverman, Farmer).
2. Employ two teacher educators
3. Locate the second year teacher candidates in a cluster of elementary and secondary schools in East Oakland.
4. Provide a dual focus (school/community experiences) for a full year in a recognized poverty area.
5. Utilize short term resource specialists to aid in the candidates' progress in teaching and community study programs.³

Initial Planning

During the early Summer of 1967, a new staff was assembled to plan the second year program. The professional backgrounds of the group provided strengths in elementary and secondary education, social welfare, industrial vocational education, psychological and sociological foundations of education, supervision and administration of internship programs, and community survey.*

The staff attempted a thorough appraisal of the experiences and activities reported by the first year staff and director. It was agreed that the second year program would have to contain fewer educational components and expectations if the OFC project were to succeed. In fact, the reality of the financial situation dictated a less ambitious program.**

²Olsen, Edward G., "Response to your three queries" memo (mimeo) Jan. 30, 1967.

³Jones, Tudor, "Quarterly Report No. 6 (Period May 1 - Sept. 1, 1967).

*Personal Resume of 1967-68 staff, Appendix B

**Approximately \$60,000 was in the budget at the end of the first year of operation, (June 15, 1967).

A major focus for the second year program was to be on the development of cognitive and affective characteristics of the trainees which should prove to be effective in working with disadvantaged children and youth. The project objectives which appeared to be related needed to be stated in operational terms, therefore, five working hypotheses were formulated as follows:

- Hypothesis 1: Teachers who persist in socially disadvantaged schools will display higher scores on a measure of exposure to divergent ethnic, cultural, and socioeconomic status groups than will those teachers who leave.
- Hypothesis 2: When teachers who persist in socially disadvantaged schools are matched, as to age, sex, and tenure, with teachers who leave such settings, the former group will evidence significantly more knowledge about the sub-culture of disadvantaged persons.
- Hypothesis 3: Teachers who persist in socially disadvantaged schools will display significantly higher scores on measures reflecting (a) an optimistic view of the school's possibility of helping disadvantaged learners, (b) a child-centered orientation, (c) the disposition to favor a more restrictive climate in the classroom, and (d) greater acceptance of lower-class values, attitudes, and behaviors than those who defect to more favorable settings.
- Hypothesis 4: Persisting teachers in disadvantaged schools will report significantly higher levels of social competency and intellectual esteem for themselves as demonstrated on the Thinking Introversion, Complexity, Social Extroversion, Impulse Expression, Personal Integration, Anxiety Level (lower scores) Practical Outlook scales, of the Omnibus Personality Inventory than will those who leave such schools.
- Hypothesis 5: Persisting teachers in disadvantaged schools will score significantly lower on a scale of dogmatism than will teachers who defect from such schools.⁴

Two members of the University of California Evaluation Team participated in the program planning and agreed to develop a research design to test the hypotheses.

⁴ Ibid., p. 2

Dr. Takagi, Director of the Evaluation Team stated that the University of California's evaluation budget would not allow for panel or longitudinal research.*

A rationale for program design gradually evolved out of staff discussions and appeared to rest upon the following assumptions:

1. That teacher trainees must first acquire knowledge about and skill with children in general.
2. That teacher trainees will become more effective teachers if they are actively involved in their own training procedures.
3. That detailed knowledge and significant contact with the disadvantaged community will lead to greater empathy and desire to continue working with such groups.
4. That the achievement of personality variables of high "intellectual disposition" will lead to persistence in working in disadvantaged school districts.

The above assumptions seemed to declare that an experimental program for training people to teach disadvantaged children and youth should concentrate on school and community experiences and knowledge which would have a positive influence on the trainees developing personality.

Program Design

The design consisted of pre- and post-testing of personality variables on both an experimental and control group of teacher trainees. The "experimental variables" for the OFC group were the planned experiences in school and community. The control group participated in the regular teacher education program at California State College, Hayward. Comparative data on test scores is reported in the Discussion section of next chapter.

*Minutes of the Fourth Planning Meeting, July 5, 1967.

Educational components of the second year program were to include the following:

I. Curriculum:

- A. Dual Aim: individualized instruction and development of pertinent instructional materials for trainees and classroom youngsters.
- B. Intragroup interaction on learning processes.
- C. Peer group and cross-age tutoring.
- D. Modification of the sequential arrangement of the professional education curricular content.
- E. Ungraded class arrangements in the public schools.
- F. Transitional classes.

II. Teaching Strategies:

- A. Team teaching, including para-professionals.
- B. Analysis of approaches, e.g. inductive vs deductive processes.
- C. Use of district specialists in Music, Art, Math and Science.
- D. Use of community resource consultants.

III. Extra-Curriculum:

- A. After school study center. A.V. equipped.

IV. Parent Involvement:

- A. Home visits by the candidates
- B. Center activities, e.g. "Black Arts" exhibits and performances, adult basic education and counseling.

V. Community Involvement:

- A. Candidates and staff voluntary activities in community agencies and community projects, e.g. voter registration.
- B. Center activities.

VI. Attitudinal training (Pre- and in-service teachers, parents, etc.)

- A. Sensitivity training groups.
- B. Workshops for in-service teachers.

VII. Guidance:

- A. Remedial education
- B. Combined individual counseling, vocationally-oriented group guidance.⁵

⁵ Jones, Tudor M., "Educational Components of the OFC project for a Saturation Program", July 1967, mimeo.

Special personnel were to be employed by the Project to cover the following categories:

- Special instructional personnel
Classroom teachers, curriculum and instructional specialists to train candidates and conduct seminars.
- Special service personnel
Health and guidance workers; community specialists.
- Para-professional personnel
Teacher interns, teacher aides, Neighborhood Youth Corps cross-age tutors, New Careerists, parents, etc.

This saturation program provided the basis for planning the year's activities.

Summer Program

In conjunction with planning for the next year's program, the staff operated a pilot program involving thirteen teacher candidates working in two poverty elementary and secondary schools of the Oakland School District.

The purpose of the Summer Program was to provide a systematically organized first-hand community and school learning experience in order to help the trainees:

- see for themselves some major social problems such as housing, job opportunities, health needs, welfare provisions, race relations - and study each one in some depth through field trips, interviews, readings, films, tapes, and discussion.
- gain realistic perspective upon the fast changing society and the special needs of disadvantaged peoples in it.
- develop individual competence in analyzing the structure, dynamics, and functioning of any community.
- become personally acquainted with various leaders of community groups, including human relations agencies, public and private.

Some of the summer activities engaged in were as follows:

Workshop In Community Analysis & Study Techniques

Purpose: To achieve increased competence in community understanding and survey procedures as the essential basis for effective group planning of the six-week special children's Summer School to follow.

Program: Lectures, field trips, films, interviews, planning.

Experimental "Exploring the Community" Summer School

Purpose: To provide for disadvantaged children some stimulating learning experiences which will, hopefully, improve academic skills; and enrich their aesthetic perceptions and expressions; extend their comprehension of the community's structure, organization, problems, and resources, and enhance their self-images.

Curriculum: Consisted of group studies of the Oakland community, with language arts, math skills, and artistic expressions built upon and around first-hand study of four major community processes. How do people in Oakland make their living? How do people in Oakland protect their health? How do people in Oakland get along with each other? How do people in Oakland see and feel about their community?

Program: Eight class groups were formed in the two schools in East Oakland. Four master teachers acted as consultants to the groups and as supervisors of the candidates. Neighborhood Youth Corps boys acted as tutors in two of the classes.

Each child decided on the community processes he wished to study.

The groups took one all-day field trip by bus each week for five weeks to secure experiential "content" for morning class work on the other four days: Reading, "new" math, art and music, writing, etc.

Each leadership team helped its group discover how its chosen social process operates in the community . . . what problems exist because of process not working well - who are the leaders involved and responsible - what contrasting viewpoints are expressed - what obstacles and resources exist, etc.

Evaluation: Evaluation of candidates' experiences during the Summer program was conducted during the final week by Mr. Greene Farmer who utilized the T-group approach. The effectiveness of the candidates' role in the East Oakland Schools during the summer months was attested to by the two school principals. Both recommended to the Central administration that the 13 candidates be employed as regular teachers in the Oakland system, preferably in their own schools. These two principals also recommended that the Fair Chance Program and its candidates be placed in their respective schools in the Fall.

Organizational Problems

During the early summer months, the director and staff attended meetings with the Oakland Central Administration and principals of the schools assigned to Operation Fair Chance. It should be noted that these meetings were seldom

cooperative in spirit as far as the administration of Oakland Public Schools was concerned. Project goals and interests were never taken into consideration from the Superintendent down to the individual principal. As an example, the program design incorporated a saturation type of program which could produce positive results if concentrated in a cluster of elementary, junior high and senior high schools of a minimal distance to each other. Integrated curriculum, vocational strands and in-service activities among the three levels could be coordinated in a more reasonable fashion than by spreading the efforts of the candidates and staff across a larger geographical area. When OFC proposed that the project be located in three schools which contained heavy concentrations of Mexican-American students, the Superintendent vetoed the Plan with the rationale that too many activities were going on in those schools to add to their problems.¹⁶ In meetings with the Superintendent's Cabinet and school principals, it was obvious to any observer that the OFC proposal for a "saturation" program was neither understood nor accepted. The only agreement reached was that our candidates could be placed in non-ESEA schools (Elmhurst Jr. High, Castlemont High, E. Morris Cox, Webster, and Stonehurst Elementary Schools). This was hardly a milestone in teacher education - school district negotiations since California State College's Department of Teacher Education had been placing student teachers in Oakland Schools for the previous 7 or 8 years.

Despite the negative quality of these negotiating meetings, the staff was determined to forge ahead with organizational plans utilizing the East Oakland schools assigned to the Project.

A detailed schedule of activities for the year was proposed and accepted. A specimen copy is included in Appendix B. Details are summarized as follows:

⁶ Conference notes with the Oakland Public Schools Superintendent, May 25 1967.

Schedule and strands: Program sequence through blocks of time, with four major strands of activity, running throughout the year.

<u>Time blocks</u>	<u>Self-Knowledge</u>	<u>Seminar</u>	<u>Independent Study</u>	<u>Evaluation</u>
34	Tests, journals, encounter group counseling, etc.	Elementary methods, Sociology, Poverty case studies, problem centered, Psychology of Learning.	Assigned readings Production of instructional materials	Self-Appraisal, UC-B Evaluation Team, Internal evaluation by candidates & staff
1	<u>Project Orientation:</u> Testing in-service session with Oakland Public School personnel, assignment to community projects.			
3	<u>Public School Observation:</u> School's function in community life, problems related to parents, community groups, etc. observation of teaching styles.			
1	<u>Analysis of Teaching:</u> Summary of reactions, experiences, problems, frustrations, successes, etc.			
12	<u>Supervised student teaching:</u> four half days per week.			
1	<u>Evaluation of Fall's Experiences:</u> Seminar arrangements, supervisors evaluation of student teaching. Community Project evaluation.			
17	<u>Supervised Student Teaching:</u> Three and one-half days in a new assignment. Half day, community project. Weekly seminars on teaching skills and sociology of poverty.			
1	<u>Summary Evaluation:</u> Pulling together year's experiences, concerns, achievements, and individual needs. Demonstration of teaching techniques, final testing program.			

Teacher Candidates

Newspaper articles, display advertisements, radio announcements and word-of-mouth descriptions of the second year class yielded 100 applications. Staff interviewed each applicant and selected 50 candidates.⁷ Selection criteria had been developed which included: persistence, flexibility, perspective, optimism, nurturance, assimilative, perceptive, involvement. Evidence of these traits was looked for in answers given to cue questions during personal interviews, and by evaluation of a written statement on each candidate's application.

⁷See Appendix B for list of candidates.

Project Center

In late August, the headquarters was moved from Hayward to East Oakland. Office and classroom facilities were arranged in a renovated storefront building. The move was required first of all, because of savings on rental over the Hayward headquarters, and secondly, the convenience of its location to the assigned schools. The Center became an informal headquarters, for a variety of community groups interested in cultural, educational and political activities.

Summary

By late Spring, 1967, a new director and staff had been appointed to operate the second year program of Operation Fair Chance at Hayward. This new group developed a program which incorporated the best features of the first year. Among them, included the centralization of program operations, a reduction in the number of participating school districts, and more intense experiences in both the schools and the community. A tighter research design was developed. Its main focus was the investigation of changes in personality development of the trainees. Several hypotheses regarding cognitive and affective characteristics of trainees were postulated. The hunches expressed by the staff was that given the opportunity to have significant contact with the population, the trainee would tend to persist in employment in districts with heavy concentrations of disadvantaged students. The U.C. evaluation team agreed to test the formulated hypotheses.

A pilot Summer program was operated in conjunction with the planning. Elements of the projected Fall program were incorporated and proved to be quite effective as far as the candidates were concerned. The principals of the two schools used in the Summer program provided excellent recommendations for employment in the Oakland Public Schools for the thirteen candidates.

Organizational problems were mainly tied in with the school district's reluctance to "experiment". It was obvious that no one in the Oakland Administrative hierarchy was going to permit the Hayward staff to introduce new concepts of curriculum design or instructional techniques into any of the assigned schools. The teacher candidates were welcome to "do their student teaching" in Oakland schools and that was all. Nevertheless, despite the negative reaction, the staff decided that it had to work in the Oakland schools and would try to be influential in making needed changes in that district.

CHAPTER VI

HAYWARD PROGRAM IN OPERATION - SECOND YEAR

Background Information

By the end of August, 1967, it became apparent that the U. S. Office of Education would no longer fund the Operation Fair Chance Project.

The decision created a crises since commitments had been made to graduate students, faculty members and clerical staff, the Oakland School District, and various community agencies. A decision by the College administration, and the leadership of Dr. Ellis McCune, Interim President, was made that two full staff positions from the instructional budget of the College would be transferred to the OFC project during the Winter Quarter. This support from the College proved to be the major factor in allowing the Project to continue throughout the next two years. Without that support, OFC would have had to terminate in August, 1967. Subsequently, the Community Study Coordinator resigned to accept a faculty position in the Peralta Junior College District. He was not replaced and the salary savings were applied to the short-term consultant budget.

Again, it was necessary to revise the program design. Obviously, without the services of the U.C. evaluators and the subsequent loss of a community study specialist, ad hoc methods were devised to cover these two phases of the program. The following narrative describes the activities of the second year program at Hayward.

Program Developments

The Fall program began with an all-day "Orientation" session with the second year class of 46 OFC candidates and Oakland School District personnel. College administrators greeted the group and provided encouragement for a successful enterprise. Purpose of the session was to acquaint the group with the goals of the OFC Project and to provide an opportunity for school administrators, master

teachers, and the candidates to interact in small groups and to focus on problems common to educators in large urban school districts.

Candidates reacted favorably to the opportunity of meeting with people whom they expected to work with throughout the year. The second day of orientation included a community and school site tour of the East Oakland area. School principals and faculty met with the candidates and staff to explain the various details of school operations and descriptions of the student population. The third day was devoted to meetings with leading members of the Black community who endeavored to portray the difficulties of surviving in the East Oakland ghetto. A great deal of hostility was expressed by the people over the number of "study" projects which had been conducted in the community without any discernible changes occurring. The staff and candidates were impressed with the need to work throughout the year to increase the basic educational skills of the youth and adults of this community.

School placements for the candidates were made right at the beginning of the school term. Each candidate participated in the usual tasks of opening a school term. Staff attempted to match candidates with prospective classroom supervising teachers. This turned out to be the most difficult procedure of all. In Oakland, only certain teachers are identified as acceptable for master teaching. These people very often turned out to be among the weakest teachers in the school. Yet, the project staff had little to say in assigning candidates. The subsequent clashes between candidates and teachers over differences in teaching styles could have been avoided if there had been better cooperation between school district administrative personnel and OFC staff in selecting these supervising teachers and principals.

Two of the principals decided that they did not want the OFC project in their schools. One principal was decidedly against the candidates' "involvement" with the community. The other, felt that he had too many faculty morale

problems to add any more difficulties. The central office administration, then gave permission to move into ESEA schools. This turned out to be a blessing. The relationship between OFC and the principal and staff of this school (Highland Elementary School) was almost ideal throughout the two years of the Project. At another elementary school, OFC supervisor, William Austin was given the opportunity of demonstrating techniques of classroom teaching in All subjects to the elementary candidates and a few of the school's beginning teachers. This demonstration lasted for the first two weeks and appeared to be well-received by the administration and faculty of that school. The procedure demonstrated to a very cynical group of school people, that some college professors could, when called upon, teach fourth graders in an effective manner. At the high school (Castlemont) the candidates were accepted, albeit cautiously, in the beginning. The rough spots, again, developed from attempts to select classroom supervising teachers, and a rejection by the principal of a previously accepted plan to allow the candidates to participate in an experiment in team teaching, and integrated curriculum. It was apparent that some of the better teachers at this school were not on the Oakland Public School "approval" list and the candidates felt that they had to settle for second best. And, since the experimental program had been dropped, several of the candidates faced the prospect of spending the year in a conventional classroom.

As early as October, all candidates at the high school were teaching at least two sections of either their major or minor without daily supervision by the classroom teacher.

Since Elmhurst Junior High School was the only school to which OFC was returning, it was possible to contrast the second year's experience with the first. Significant changes had occurred at Elmhurst. Like so many schools in Oakland, rapid turnover of administrative personnel had occurred. A new principal had been assigned; all but one of the Social Studies teachers had left and were

replaced by non-tenured persons; several teachers were in their first year of teaching; the student population had increased over an already over-populated school; the auditorium had to be used for math and industrial arts as a result of a fire which completely destroyed the metal and woodshops.

The first year's candidates who had worked at Elmhurst failed to secure positions with the Oakland District. The Secondary Coordinator indicated to the staff that they were not offered positions because they had been assigned to special projects outside their major or minor fields, and did not experience a satisfactory length of time in the classroom.

The decision of the staff to place candidates in the classrooms as quickly as possible, after the beginning of the academic year and in their major/minor fields, was partly dictated by the Oakland Public School Coordinator's ideas about good training and, also, the conviction that the long student teaching experience would provide the candidates with the opportunity to grow in teaching and would also provide the opportunity to see their pupils grow under their tutelage. This procedure was to restrict the junior high teacher candidates to teaching one hour a day in their major field and the balance of time was devoted to community work, independent study, course work, and attendance in the organized seminar with the other candidates.

Classroom activities of each candidate, of course, varied with the situation.

Some of the candidates were able to demonstrate quite early their special abilities. As an example, one mature female candidate, organized a city-wide elementary choral group which performed at a high level at the annual Christmas festival. She was offered employment (and accepted) at an Oakland School long before the end of the Spring semester.

Supervision methods were agreed upon by the staff. Each of the four OFC staff members were responsible for the professional growth of approximately 11 candidates. This ratio of 11:1 was an exceptionally favorable one from the standpoint of

personal contact with students and frequent classroom visitation.* While it was true that each staff member also had curriculum and instruction responsibilities for the whole class of candidates, the relatively low faculty-student ratio contributed directly to an unusually close-knit relationship.

The typical approach was to observe the classroom at least twice a week. The supervisors observations were then presented to the candidate during personal conferences. Candidates were usually given fliers with suggestions, requirements, schedules and the like.

OFC staff members usually scheduled weekly seminars with their respective candidate group to discuss common problems of classroom control, grouping, reading instruction, initiating units, lesson planning. Twice during the year, three-way conferences were scheduled with the staff member, master teacher and candidate. During the year interviews were arranged with the candidates for the purpose of developing individualized programs for them to follow throughout the year.

Evaluation of the candidates was an on-going process. Grade assignments were made on the basis of quality work in the following three areas:

1. Classroom performance

- a) observation reports from staff
- b) lesson planning (i.e. initiative in developing innovative approaches, attempts at novel grouping. Time for individualizing instruction, use of instructional materials.
- c) management of details in class (i.e. sharing responsibilities, disciplinary procedures, anticipation of problems.

2. Journal entries

- a) Skills in analyzing self-perceptions.
- b) Ability to observe and evaluate one's own environment.
- c) Integration of required readings with personal insights.

3. Community performance

- a) Initiative in developing project
- b) Persistence in work schedule
- c) Evaluation by the community agency personnel.¹

*This contrasts with Calif. State College ratio of 25:1 (25 student teachers supervised by one faculty position)

¹Jones, Tudor, "Evaluation of Candidates" memo to staff, October 1968

A wide range of effort and quality of work was represented in the second year class. As an example, in the eleventh week of the OFC program, level of quality of work among elementary candidates could be demonstrated as follows:

<u>Student A</u>	<u>Students B - Y</u>	<u>Student Z</u>
Has been teaching one reading group for seven weeks. Today this candidate will begin teaching <u>one</u> math group. <u>No</u> plans have been submitted as to what will be done with this math group.	Most students were between the two extremes.	Has been teaching full mornings since the fourth week of placement. Reading, arithmetic, language arts, and science have all been thoroughly planned and taught. Both small group instruction and full class instruction have been experienced. ²

At the mid-point in the second year, seven of the candidates were counseled out of the program. Four left teaching entirely, three others transferred to the regular teacher education program at California State College.

A summary of the "dropped" candidates problems follows:

Candidate A - A Social Worker in the past. Inconsistent behavior with sixth graders. Acts out a role of being "tough" with children. Terribly disorganized and a lack of preparation was obvious. Many contentions with master teacher and staff. Defensive about his preparation and motives. After counseling with staff supervisor and Director, subject admitted that he "hated teaching Blacks". Left.

Candidate B - A Berkeley "Freedom of Speech Movement" type. Wanted to work in "unstructured" situation. Fairly strong in the classroom, planned many interesting activities. Very hostile to the "establishment". Stated that "OFC project should collectively picket the Induction Center in Oakland". Felt that she could do better in a more structured situation. Transferred to "hill" program. Subject, did finish College program in June, 1969, with good recommendations.

Candidate C - A "freedom fighter", F.S.M. type. Demanded highly permissive classroom situation. Since none existed, she was placed in a fairly open situation with one of Oakland's better teachers. Constant hostility toward her master teacher and the school. Intolerant with establishment's values, goals, etc. Highly volatile when her viewpoint opposed. Attempted to get her faculty colleagues to picket against Induction Center.

- Candidate D - Recommended that he be dropped from Program. (Had been a graduate student in the regular program). He doesn't seem to be able to take criticism. Blames all his difficulties on others (the children, his master teacher, the program, the staff) and "racial discrimination". Feels staff are phonies. Pretend they want to change schools and yet hold to rigid requirements of classroom teaching procedures. Not convinced that one needs basic teaching skills in order to "innovate". Subject later transferred to campus program, finished, and accepted a position in an upper middle-class school district.
- Candidate E - Poorly organized in classroom. Appears to hate the classroom situation. Plods through. Looks as if she has been teaching in a difficult situation for years - instead of just coming into the classroom. Lacks planning and is "mean" with children. Extremely sensitive to criticism. Does not understand role of staff supervision - doesn't think it is necessary. Felt that staff and school personnel discriminated against her so that didn't have a chance. On the contrary, this candidate was provided both financial and psychological support greater than any other candidate in the program. Transferred to regular program, but dropped out after one month.
- Candidate F - "Freedom fighter" type. Wanted only an instructional (Summerhill) type of classroom situation. Since they do not exist, at least in Oakland, she was placed in three different classrooms. Could not control. Chaotic behavior of children apparent under her tutelage. Did quite well in tutoring situations. Volunteered to drop out of teaching.
- Candidate G - Mature male. Extensive business experience, wanted to help Black children. Sought a tight, structured situation. Felt schools were too permissive. Provided him with two different classroom assignments. Absent too often. Staff wanted to drop him, but, he apparently beat them to it since he disappeared after the Fall semester.³

Curriculum Development

Since regular courses were not required, alternate approaches to cover the required professional curriculum and teaching methodologies were attempted by faculty and students. What was needed was a developmental curriculum which included in an integrated fashion, the relevant content drawn from educational and urban sociology, teaching-learning theories, developmental psychology, and elementary education methodology.

³ Ibid., p. 2.

The rationale for developing a curriculum was based primarily upon the professional competence needed by a teacher who wished to work effectively with disadvantaged children.

Teacher model. Since there was a lack of empirical data to describe what the successful teacher of the disadvantaged does - or is - a hypothetical teacher-model was postulated using insights from available research on teacher behavior, inferences from disadvantaged children and impressionistic observations.

The dominant personality dimension which emerged from the hypothetical model appeared to be characterized as "ordered-flexible." It was further hypothesized that a reasonable, bright and motivated teacher candidate probably could attain the level of the model through mastery of subject matter, acquisition of insights from behavioral and social science concerning disadvantaged children and youth, and development of those teaching strategies which seem promising for a particular group.

An analysis of the above assumptions was made in order to state major objectives for curriculum construction. Within each of the goal areas a more specific analysis was made in an attempt to focus on the behavioral elements of feelings, knowledge and skills. The objectives were listed as follows:

"The effective teacher will:

1. improve (his) understanding and acceptance of children whose backgrounds and behavior patterns are different from his own.
2. improve (his) ability to generate in such youngsters a real motivation to learn through greater creativity and skill in the design and use of novel and specialized teaching tools, methods and techniques.
3. be competent in analyzing institutional effects on the deprived.
4. learn the environmental, social, and psychological style of the deprived.
5. become aware of the dynamics for change and acceptance of the changing role of the teacher.

6. understand how to work creatively with the deprived and community resources.
7. understand the relationships of social agencies to the community, family, and child.
8. understand the motivations, values, and aspiration of the child and the family.
9. accept a change of teacher's assumptions, attitudes, and the standard behaviors toward the child.⁴

Outline for OFC Curriculum

The staff and candidate steering committee planned and conducted two separate weekly seminars throughout the academic year. Each seminar was required for both elementary and secondary education candidates. One was devoted entirely to the skills and knowledge necessary for classroom teaching-learning processes. The other, called the General Seminar, brought both elementary and secondary groups together for purposes of discussion on topics derived mainly from psychological and sociological foundations of education, urban sociology, and studies on poverty and racial discrimination.

General Seminar

An example of the content, method of presentation, requirements, and time factors of three topics considered in the General Seminar are described in the following outline:

I. Socialization Process

A. Child, adolescence and society

1. The school as a social system
2. Culture patterns and behavior
3. Cultural diversity and emotional problems of poverty and affluences.
4. Factors affecting educational attainment in depressed urban areas.
5. Education and the powerless
6. Role of social class in language development and cognition.

⁴ Jones, Tudor, Quarterly Report No. 7 (Period Sept. 15 - Dec. 15, 1967)
p 7.

B. Peer and school influences

1. Social readiness of youth
2. Status in the informal group
3. Socialization patterns at the elementary and secondary level.
4. Psychological health and classroom functioning (Jackson and Getzels)
5. Values of youth (Friedenburg)

C. Theory and Practice

1. Absent father and the effects on male children.
2. Maternal behavior and personality development
3. Stability of achievement and recognition seeking behaviors from children through adulthood.
4. Personality factors related to juvenile delinquency.

Method: Seminar - Required reading of the two case studies (The School Process" and "The Tough Guy") Required readings from a list (including Friedenburg).

Time for topic analysis: Oct. 16, 23, 30.

II. Teacher Characteristics and Classroom Interactions

- A. Analysis of teaching-learning processes (deriving models and teaching styles.
- B. Relationships between student behavior and certain teacher characteristics
- C. Teachers and clinicians attitude toward the behavior problems of children
- D. Comparative influence of punitive and non-punitive teachers upon children's concepts of school misconduct.
- E. Group compliance to dominative teacher influence.
- F. Relationships between student achievement and teacher warmth and/or "permissiveness".

Method: Seminar. Case Study (teacher models). Required readings.

Time for topic analysis: Nov. 13, 20, 27, Dec. 4.

III. Learning

A. Cognitive ability and processes

1. Concept attainment in early childhood
2. Pre-adolescent and early adolescent cognitive development
3. "The act of discovery" - vertical and horizontal processes in problem solving.
4. Definitions of critical thinking
5. Comparing creativity and I.Q.
6. Behaviors during problem-solving among children of low, average and high intelligence
7. Factors that aid and hinder creativity
8. Hierarchy of educational tasks.

B. Motivation, Retention, and Transfer

1. Motivating effect of learning by directed discovery.
2. Motivational factors in cooperation and competition.
3. Use of advance organizers in the learning and retention of meaningful verbal materials (Ausubel-Gagne).
4. Retention and transfer in children of low, average, and high intelligence.
5. Transfer effects of learning a verbal generalization.
6. Innovations in teaching which effect motivation, retention and transfer.

C. Affective characteristics

1. Attitude change through directed and undirected group discussions.
2. Psychological health and classroom functioning (a repeat from Topic I - use Jackson and Getzels' materials)
3. Factors influencing change in children's self-concepts.
4. A system of the psychomotor skills (J.P. Guilford).

D. Measurement and Evaluation

1. Methods of standardizing tests
2. Testing programs - misconceptions,* misuse, overuse.
3. Assignment of grades
4. Test anxiety and intellectual performance (incl. specimen tests)

Method: Seminar: Individual and small group reports for critique purposes.

Readings: From a list of pertinent books, periodicals, articles, etc.

Time for Topic analysis: Dec. 11, Jan. 2, 8, 15, 22, 29 ('68)

Speakers: Gagne (U.C.-B), Richard Suchman (Ortega Park), Fred ... MacDonald (Stanford).*

Topic Analysis

The following is an example of the instructional method used in analyzing the first topic "Socialization Process":

I. Socialization Process

A. Child, adolescence and society

Objective: To acquire knowledge of the behavioral and social sciences which will develop insights towards an understanding and acceptance of diverse social backgrounds and psychological behavioral patterns.

*A specimen bibliography of readings to accompany the presentation of the topic outline is included in Appendix.

Stated in behavioral terms (key notions):

The school as a social system

1. Bureaucracy is an efficient form of organization, however, when large numbers of people have to make common use of facilities and institutions, the service they provide is geared to the needs of the average person rather than those of particular individuals.

Applications

1. Grouping (age, abilities, tracks, college prep, vocational goals, etc.)
2. Grading (gaussian curve)
3. Scaling and Norming (standardization in achievement, abilities, intelligence, and aptitudes).
4. Dehumanizing elements ("Objective" discharge of discipline, categorizing behavior in simplistic terms - e.g. "hostile", "apathetic", "sullen", "aggressive", "troublemaker", etc. Stereotypy in providing aversive stimuli (punishment).

Processes

1. Is self-perpetuating and extremely slow to change

Ex: Teachers comment that they cannot carry out individual creative plans because principal will not approve. He, in turn, reports that he cannot originate new policies within the school but must follow policies set by the central office staff. Supt. sees innovation as controversial and jeopardical to his job.

Question: What are the strategies for coping with the system?
Conformity vs "going underground".

2. Integral parts of the school system.

- a. cyclical - i.e. no one has authority to make changes without consulting someone else.
- b. the dependence upon the community's voting power for necessary funds.
- c. policies made to fit a general situation without flexibility to adapt to a particular child or situation (child is placed in the general category he seems to fit most and is dealt with in terms of the label of that group rather than in terms of his own specific characteristics and needs.
- d. policies set by the people in the school power structure who are furthest from the school (teacher is left out of real decision-making).
- e. tendencies for career educators to be conforming individuals who have successfully identified with the middle-class, who have achieved scholastically and have not been behavior problems.
- f. the time lag between generally accepted knowledge concerning education and its application. From research and experienced professionals concerned with education generally agree that:

- 1) I.Q.'s are invalid as a measurement of the ability of any one child, especially the non-white, non-middle class child, but they continue to be administered and used as criteria in the placement and judgment of children.
- 2) De facto segregation exists, often called racial imbalance or some other term, but in terms of actually dealing with these schools the very problem is not recognized.
- 3) Children learn academic skills at different rates just as they learn to walk and talk at different ages, and boys are behind girls in this development during early elementary years. But, children are still admitted to school on the basis of age rather than readiness, are expected to cover certain material in certain grades, and boys most often become the "behavior problems" and "low achievers".
- 4) the early years are the most important - here attitudes are fixed; here feelings of success or failure set patterns for achievement in later years, but schools continue to use corrective methods later rather than preventative methods early.⁵

Application

Teacher candidates and staff read a case study called "The Lesson". The "lesson" is an example of the school process in operation. It takes over everyone - school personnel as well as students. A bright boy becomes a school dropout because his grades are low enough to warrant demotion and because "he could do better if he tried". Elements in the case study:

John, the individual with a history of physical illness, constant changes of home and school, no parental help available because of parents' own personal problems is lost. John could probably be "saved", but the categorized boy who just wasn't trying, wasn't working up to capacity, could not be. Exclusion policies follow the same problem of labeling youngsters. Emotional involvement of teachers and principals automatic dealing with a "chronic trouble maker" rather than dealing with an individual child leads to unwarranted exemption from school.

The question which emanates from the case study and is the subject for candidate/staff study is:

How can the traditional school structure be changed to become more flexible, more responsive to the individual personalities of its personnel as well as its students?

Factors to consider for discussion

1. School is one of the main components of our total society and reflects general values of dominant society.
2. Is it correct to consider in reflecting society or whether its role should be rather to lead the way.
3. Schools are making changes rapidly through legislative mandate and through the influence of powerful groups (Basic education people in California is an example).
4. Schools' attempt to satisfy community pressure for academic achievement above all else, especially in science and math.
5. Debate over the function of teacher training institutions (subject matter competence vs learning methods of teaching subject matter).

Issue: School personnel should know subject matter and children and youth.

6. Non-educators have much to do about fostering the system. Can educators be expected to innovate in the face of constant public criticism and lack of financial support?⁶

B. Cultural Patterns and behavior
and

C. Cultural diversity and emotional problems of
poverty and affluence

Objectives:

1. To acquire insights from behavioral and social science concerning disadvantaged children.
2. To develop sensitivity to conflicts between one's own values and those of the disadvantaged community in which one works.
3. To develop the ability to understand and accept one's own feelings about minority children "How do I feel about the person?"; "Do I like him?"; "Do I dislike him?"; "Why does he threaten me?"; Can I accept my feelings about the person?"; "How does he see me?".

Knowledge

1. Deviance or departure from the generally accepted norms represent a kind of adjustment, rather than a failure to adjust. It is the perspective in which we see deviant young people that makes them different.
2. The nature of the collective out-of-school experiences militates against success in the schools.
3. There are sub-cultures of age, poverty and of race. When there is overlapping there evolves a single sub-culture representing the hostile, the unregenerate, and those who pose themselves as problems.

⁶ Ibid., p. 3.

4. How do value systems and personal aspirations of lower-class children and middle-class teachers (especially females) differ markedly.
5. Relationship of strong adult models to whom children and youth can relate is a critical factor for children without a male figure at home.
6. The school's expectations are that minority children will not achieve on a high level, children devise methods of dealing with those expectations, e.g. apathy and defiance.
7. The built-in value conflicts in the school.

Conflicts: between teachers and students because of age and generational differences; adult values of teachers vs student sub-cultures; teachers are the vehicles of cultural diffusion and bear the burden of transmitting cultural heritage; teachers enforce the values of the dominant class - reject others.

8. Middle-class places a high value of a stable family life, regular employment, and on education and social and professional achievement.

Lower-class workers, if employed, frequently exhibit an unstable family life, commonly a mother-centered family, often places importance on toughness, excitement and coming activities.

9. Most aspects of culture such as values or forms of expected behavior are related to other aspects of the culture. Individual traits cannot be easily extracted or changed because this may mean the person pressured to lose these traits will also lose his place in the particular group to which he belongs and which bears these traits.

Question for study: What strategies for changing of values can be developed in the classroom?

Example : "Expose" middle-class values - not, "impose" them.
Put on a middle-class suit when it is appropriate.
"I play it cool and dig all jive. That's the reason
I stay alive, My motto, As I live and learn, is:
Dig and be dug in return." -
-- Langston Hughes.

10. Strengths of the Inner City.

- a) Extended family cooperativeness and mutual aid.
- b) Less marked by and individualistic competitive orientation. Have collective (family and group) values rather than individualistic ones.
- c) Equalitarian values - "You've got to move yourself."
- d) Responsibility for family chores.
- e) Concreteness without flexibility.
- f) Physically, and visually oriented (importance of role playing in classroom.
- g) externally oriented.
- h) thinking concrete not abstract
- i) slow not facile cognitive styles.
- j) lack of learning sets (See Harlow's research on Learning Sets - i.e. learning to learn).

Method: Small group discussion with staff leadership on case study No. 2 entitled, "The Liberal Teacher".*

Questions for Discussion

1. What was your first impression of Miss Allen (the Liberal teacher)? Did it change? If so, at what point, for what reason? What was your final impression of her - as a person, as a teacher?
2. What positive awareness of cultural differences does Miss Allen show? Do you see any ways in which she violates the awareness - in thought, in deed? If you see such violations, does this mean she is a hypocrite, insincere, sincere, but unthinking? How would you explain any discrepancies between her statements and some of her beliefs and actions?
3. How do you explain Stevey's behavior from the time he arrived at school until the end of the story?
4. Do you feel the situation between Stevey and Miss Allen is related to the "cultural values" theme, or is it more an isolated incident of discipline in the context of a normally good relationship? Can you justify either answer?
5. What personal characteristic of Miss Allen's (apart from attitude on cultural differences) was involved in her teaching in general and in the episodes with Stevey? How do you feel about a teacher's emotional involvement with her pupils? When can it be helpful, when detrimental?
6. How would you personally have handled Stevey and the bat? Stevey and the cigarette? Stevey and the picture? ⁷

Classroom Skills Seminars

Curriculum content for the elementary and secondary classroom methods differed according to the on-going needs of the candidates. For instance, in the early stages, reading instruction, language arts, listening skills, etc. were emphasized by the elementary staff. Classroom management problems, discipline, methods of individualizing instruction, etc. were the salient topics for discussion among the Secondary education candidates and staff. An example of the curriculum content and instructional methods for a series of elementary education seminars are seen in the following outline:

⁷ Ibid, p. 6.

*See Appendix for specimen copies of the Case Studies

"To: Elementary Education Candidates
 From: OFC Staff
 RE: Language Arts Calendar

Nov. 17 Introduction to Teaching Standard English as a Second Language

Considerations:

Child Development specialists (Deutsch, Crow) Sociologists (Bernstein, Davis), psychologists (Reissman, Allport), and linguists (Gleason, Loban, Miller) have brought insights to the problems of language development experienced by disadvantaged Negro children.

Representatives of these diverse disciplines agree that standard English be taught as a second language to speakers of non-standard dialect.

Two techniques will be tried in an effort to discover effective teaching approaches:

1. The audio-lingual approach used by foreign language teachers...tapes: dull patterns.
2. The situational approach - children listen to a passage spoken in dialect, then in standard English. Children note differences between the two forms and discuss the situations in which standard English is appropriate (suggested by Loban).
 Tapes: Passages spoken in both dialect and standard English forms. Tapes were prepared by candidate Lewis Banks. Interested master teachers and student teachers may use them to teach standard English.

Dec. 1 - Examination

In preparation for the examination, read the following:

1. All the listening skills articles distributed to you.
2. One current journal article selected by you on the teaching of listening skills, e.g. Elementary English; The Reading Teacher, cite the exact reference: title, author, date, and pages.
3. The entire annotated bibliography distributed today.
4. One article selected by you in one of the three areas:
 - a) Socioeconomic Influence
 - b) Linguistics and usage
 - c) Instructional Methods

Dec. 2 - Session on children's literature and creative
 - conducted by Professor Ruth Carlson

Jan. 5 - Tape: "Teaching Standard English to Negro Children with a Non-standard Dialect" - Walter Loban

Jan. 12- Panel Presentation I: Socioeconomic Influence on Language

Jan. 19- Panel Presentation II: Linguistics and Usage

Jan. 26- Panel Presentation III: Instructional Methods.⁸

Instructional Methods

Since discrete course work was not required, other arrangements for presentation of curriculum content had to be made. As stated in the previous section, the major focus was on the twice-weekly seminars. One was devoted entirely to the skills and knowledge necessary for both elementary and secondary classroom teaching learning processes. The other, called a "General Seminar", was devoted to the acquisition of insights from behavioral and social sciences concerning the disadvantaged school population.

Candidates were provided with reading lists and were required to read and report on certain materials. In addition, each candidate kept a careful record of his significant experiences both in and out of the classroom.*

The Elementary Methods Seminar began on September 29, 1967. Reading and Language Arts met every Friday morning for a three-hour period. The first part of the language arts unit had to do with listening skills. Candidates were required to develop a sequence of listening lessons and focus upon better listening habits in their pupils. The candidates were given several reproduced materials and a comprehensive bibliography (See Appendix B) to get them started. The second part of the language arts unit had to do with teaching standard English to non-standard dialect speakers.

⁸"Language Arts Calendar", mimeo.

*A compilation of OFC candidates' Journal entries was turned into a record of the second year (See Appendix for a copy).

The Secondary curriculum and methods seminar were started in early October. These weekly sessions were held in a portable classroom building which was turned over to OFC by the principal of Castlemont High School in Oakland. Very often, curriculum specialists were employed as consultants to work with the secondary candidates in a variety of subject matter fields. One outstanding seminar was devoted to the technique of teaching subjects through a team-learning approach. Seminars were devoted to teaching American literature, Black studies, math, and biological sciences. The regular teachers and administrators of Castlemont and Elmhurst attended several of the scheduled film and lecture series.

Community Involvement

A detailed account of community involvement may be found in the Quarterly Report No. 7 - Period Sept. 15 - Dec. 15, 1967. However, a brief summary of the year's activities is described as follows:

The design for the second year program called for a year-long experience for each of the candidates in selected community agencies and individually developed projects. The OFC staff coordinator on community activities provided liaison with the various agencies and placed most of the candidates. With the reversal of previous financial commitments in Washington, D.C. the coordinator resigned leaving the community phase of the program in a chaotic state. The remaining members of the staff took on the Herculean task of searching out and making significant contact with a wide variety of volunteer agencies (Spanish Speaking Information Center, Educacion para Adelantar Project at the Holy Redeemer College, Adult Minority Employment Center, Bay Area Neighborhood Development, East Oakland Boys Club, Alameda County Juvenile Hall, and the Kennedy Day Care Center), fulfilling the commitments previously made as well as getting candidates involved in others.

Candidates devoted ten to twenty hours a week in community assignments. The type of assignment varied from simple home visits to rather elaborately organized tutorial programs presented at the OFC Center.

Candidates at Work in the Community

E.P.A., a community action group offering employment assistance, political organization (M.A.P.A.) basic education, citizenship counseling, on-the-job training accepted six bilingual OFC candidates to work throughout the year as volunteer tutors and classroom aides. Both the agency and the candidates expressed deep satisfaction with the experience. The administrative difficulties experienced at

the school were an education to the candidates. They had seen firsthand the problems a community action group must face when it becomes institutionalized. For example, a staff feud between teachers of English as a second language caught the candidates in the middle of conflicting directions. The furor appalled them, but out of it, two of the candidates subsequently entered a master's program in English as a second language.

The Fruitvale Area Service Center, a regional office of O.E.O. services, has been an introduction into the relationships that exist between the poor and large bureaucracies. This localized office of the Dept. of Employment made every effort to be accommodating. The staff was bi-lingual in a Spanish neighborhood; legal services were offered; the Center's rooms were available for community groups; health advice and diagnosis were provided. Two services were provided by the candidates. Three of them conducted a class in remedial arithmetic, two afternoons a week, Tuesday and Thursday. The class was really a tutoring service for job applicants who had failed standardized tests. Typically, the classes would run between six and eight adults. Many faces were new each time the class met. One other candidate conducted a typing class twice a week.

The Alameda County Juvenile Hall invited OFC candidates to participate early in the Fall Quarter. The candidates were involved mainly in two reading clinics. They also served as classroom aides; two of the candidates accepted night employment as counselors in the male dormitories.

Two female candidates organized a pre-school morning nursery program entirely from scratch in the heart of the East Oakland ghetto. This was a very successful enterprise.

One enterprising candidate in the group, in league with a returning Peace Corps friend, undertook to write several commercial and governmental agencies in the hope of funding a combination vocational education-basic education program. The objectives were to find a nearby plant such as a garage or a warehouse, then

bring in an automobile. The two expected to disassemble and color code the component systems (electrical, fuel, etc.) The students would, in turn, learn reading and math skills as they manipulated the moving parts. While many of the agencies gave encouragement, funds were not forthcoming. However, the candidate was able to teach auto mechanics to a few neighborhood youth in the OFC Center.

Four candidates (members of the steering committee) conceived, developed and implemented a mini-ungraded school for children and youth who had been exempted from the Oakland Public Schools. Lack of attendance caused the closing of the experiment in reaching the "unreachable".

Ten candidates organized and taught in the "Study Center" located in OFC headquarters. Algebra, geometry, reading, Spanish, biological science and general math were subjects commonly taught to neighborhood youth who were struggling to succeed in their junior and senior high schools. There were always more tutees around than tutors.

One of the options given the candidates during the Fall was to work as Deputy Registrars of voters under the Office of the Clerk of the County of Alameda. Ten of the forty-six candidates accepted the assignment and were sworn in as deputy registrars after an hour's instruction in the County Courthouse. The purposes of the Voter Registration "Project" were as follows:

1. By canvassing a precinct of East Oakland, the candidate would learn a great deal about the people of the community.
2. In speaking about a non-school matter to the adults of the community in which they were actually teaching and in performing a public service - i.e. increasing the political power base of the community itself, it was hoped that the candidate would come to see the adults of the community as more than simply parents of school children. It was also hoped that the politically neutral role of voter registrar would serve to allay anxieties which are often reported in confrontations between teachers and parents.

Behind the objective of community participation for the OFC candidates, was the larger goal of educating teachers who would be change agents in the school and the community. The traditional role of teachers is too narrowly drawn and the schism between schools and communities they serve will continue until teachers are willing and able to move out of the classroom and develop new modes of interaction with the people of the community. Whether or not OFC achieved this ideal, at least with the second year class, will be discovered in the planned follow-up studies of all OFC candidates.

In-Service Activities

A few attempts were made to develop effective in-service programs for the Oakland Public School master teachers and administration. Elaborate program, of course, could not be designed because of the tight financial condition of OFC. Of interest to what can be done without incurring great costs was a teacher exchange program initiated by the OFC staff. The candidates manned the elementary classrooms in order to free the master teachers to observe classroom activities in neighboring school districts. Secondary master teachers, in turn, were able to see what was going on in the feeder elementary schools. OFC subsidized substitute teachers when it wasn't possible to use candidates to free the regular teachers. Monthly meetings were held with master teachers to discuss common problems.

A major in-service program subsidized by OFC was a semester long workshop in remedial and developmental reading for secondary teachers. The workshop grew out of a noticeable interest on the part of forty junior and senior high school faculty members to learn the techniques of diagnosis and remediation in reading.

The staff began a series of planning sessions with these secondary teachers where it was agreed that a regular course would be worked out with College credit to be given for these participating. Subsequently, three units of Extension credit was granted. A staff member taught the course, and OFC subsidized the enrollment fees for the forty faculty members. This turned out to be a worthwhile activity as far as the candidates were concerned. (They were invited to attend for no-credit). However, no converts were made among the secondary staff. At the end of the 18-week session, a distributed questionnaire revealed that the majority still felt that reading instruction was not their responsibility - and that specialists should be employed for that purpose."

Contribution to Oakland Public Schools

In a letter to the Superintendent of Oakland Public Schools, the Director enumerated the following contribution to Oakland Public School children and schools for 1967-68:

"... you may be interested in specific financial contributions to the children, staff and schools of the Oakland District. From the beginning, OFC has been committed to the idea of purchasing as many instructional materials for the participating schools as the budget would permit. The total amount which we provided - admittedly small - was \$5,360.26. The type of contributions fall into the following categories:

Field trips	\$722.55
Instructional aides (A.V.)	101.65
Supplies (Biology, science, etc.)	370.06

In addition, OFC contributed to the in-service education of Oakland teachers in the following ways:

Funds for substitutes to release master teachers for in-service activities	\$ 81.00
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Financed (paid tuition) and staffed a California State College, Hayward, credit course in secondary remedial reading for forty (40) Castlemont and Elmhurst teachers	2000.00
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Financed, organized, publicized the American Conservatory Theater's production of <u>In White America</u> at Castlemont as a memorial to candidate (later Castlemont teacher) Lewis Banks. This was a capacity house event of significance for the people of the Castlemont community.	1500.00
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Two orientation workshops for master teachers working with OFC candidates. Stipends, lunch, dinner provided.	<u>500.00</u>
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Total	\$5360.26
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A more subtle contribution has been our tutoring program organized and conducted at our headquarters by the teacher candidates themselves. This has been a most successful program from the standpoint of attracting minority children in need of academic remediation. Pupils of all ages came for individual instruction in every academic field. Our problem has been mainly the gathering of relevant instructional materials (The College helped out greatly in this) and maintaining an adequate number of volunteer tutors.⁹

Results of the Second Year

With the curtailment of funds and the decision by the OFC State Administration to eliminate the University of California's role in the Project, a formal design for evaluating the Hayward program was not developed. Furthermore, as pointed out earlier, Evaluation Team members had planned to test the five program hypotheses. Their absence from the Project, forced a reconsideration of the elements of the program which could be evaluated without incurring large costs. The staff and director agreed that since the major focus for the second year was directed toward the teacher candidates themselves, evaluation would be concentrated mainly in the area of personality assessment. Therefore, of the five program hypotheses originally postulated, only the fifth one was tested.

The Hypothesis to be tested was stated as follows:

Persisting teachers (those that accept employment in disadvantaged schools) trained in the OFC program will report significantly higher levels of social competency and intellectual esteem for themselves as demonstrated on the Thinking Introversion, Theoretical Orientation, Aestheticism, Complexity, Autonomy and Religious Orientation scales of the Omnibus Personality Inventory, than those trained in a regular teacher education program and who choose not to teach in disadvantaged schools.

Testing Design

During the first week of the second-year program, all OFC candidates and a control group on campus were administered the Omnibus Personality Inventory.¹⁰

⁹Letter to Supt. Stuart Phillips, Oakland Unified School District, June 11, 1968.

¹⁰Omnibus Personality Inventory, Form F., Paul Heist, George Yonge, The Psychological Corporation, New York, N. Y., 1962-1968.

During the last week of the program (June 5-10), the instrument was again administered to the two groups.

Description of the Inventory

The O.P.I. is one of several psychological instruments used in a number of investigations of students at the Center for the Study of Higher Education in Berkeley. In most of the studies the O.P.I. has served three main purposes: (1) to furnish certain criterion scores, as independent variables for the identification and selection of "types" of students, (2) to provide a basis for differentiating among student "types" and groups and describing incoming student bodies, and (3) to provide a basis for measuring change over one or more years in a number of non-intellective characteristics.¹¹

The O.P.I. was assembled by its authors to accommodate particular research purposes and the content came from several sources, including the Minnesota Multiphasic Personality Inventory, and the Minnesota T-S-E Inventory, and several exploratory scales not found in the existing inventories. The theoretical foundations of the O.P.I. are based upon the relevant aspects of the individual as a changing, learning organism in the special social contexts of academic institutions. The major purposes of the instrument are to provide a meaningful, differentiating description of students and a means of assessing changes.¹²

A more detailed description of the personality inventory may be found in the manual published by the Psychological Corporation. However, a short description of the specific scales of the inventory which were relevant to the working hypothesis is provided as follows:

¹¹ Ibid., p. 26

¹² Ibid., p. 3

OMNIBUS PERSONALITY INVENTORY

BRIEF SCALE DESCRIPTIONS

Thinking Introversion (TI): Persons scoring high on this measure are characterized by a liking for reflective thought and academic activities. They express interests in a broad range of ideas and in a variety of areas, such as literature, art and philosophy. Their thinking is less dominated by objective conditions and generally accepted ideas than that of thinking extroverts (low scorers). Most extroverts show a preference for overt action and tend to evaluate ideas on the basis of their practical, immediate application.

Theoretical Orientation (TO): This scale measures an interest in, or orientation to, a more restricted range of ideas than is true of TI. High scorers are interested in science and in some scientific activities, including a preference for using the scientific method in thinking. They are generally logical, analytical, and critical in their approach to problems.

Estheticism (ES): High scorers endorse statements indicating diverse interests in, as well as an appreciation of, artistic matters and activities. The focus of their interests tends to extend beyond painting, sculpture and music and includes interests in literature and dramatics.

Complexity (CO): This measure reflects an experimental orientation rather than a fixed way of viewing and organizing phenomena. High scorers are tolerant of ambiguities and uncertainties; they are generally fond of novel situations and ideas. Most high scorers very much prefer to deal with diversity and complexity as opposed to simplicity and structure, and are disposed to seek out and enjoy unusual ambiguous events and experiences.

Autonomy (Au): The characteristic measured is composed of non-authoritarian attitudes and a need for independence. High scorers are sufficiently independent of authority, as traditionally imposed through social institutions, that they oppose infringements on the rights of individuals. They are tolerant of viewpoints other than their own, and they are non-judgmental, realistic, and intellectually liberal.

Religious Orientation (RO): High scorers are skeptical of conventional religious beliefs and practices and tend to reject most of them, especially those that are orthodox or fundamentalistic in nature. Persons scoring near or above the mean are manifesting a liberal view of religious beliefs, and low scorers tend to be conservative in general and rejecting of other viewpoints. (The direction of scoring on this scale, with strong religious commitment indicated by low scores, was determined in part by the correlation between these items and the first four scales which together measure a general intellectual disposition.)

Social Extroversion (SE): This measure reflects a preferred style of relating to people in a social context. High scorers, displaying a strong interest in being with people, seek social activities and gain satisfaction from them. The social introvert (low scorers) tends to withdraw from social contacts and responsibilities.

Impulse Expression (IE): This scale assesses a general readiness to express impulses and to seek gratification either in conscious thought or in overt action. High scorers have an active imagination, value sensual reactions, and their thinking and behavior has pervasive overtones of feelings and fantasies.

Personal Integration (PI): The high scorer admits to few attitudes and behaviors that characterize anxious, disturbed or socially alienated persons. Low scorers on the other hand, may intentionally avoid others and often express hostility and aggressions. They also indicate feelings of loneliness, rejection, and isolation.

Anxiety Level (AL): High scorers deny that they have feelings or symptoms of anxiety and do not admit to being nervous or worried. Low scorers are generally tense and high-strung and often experience some difficulty adjusting in their social environment.

Altruism (AM): The high scorer is an affiliative person and trusting in his relations with others. He exhibits concern for the feelings and welfare of people he meets. Low scorers tend to be much less concerned about the welfare of others and often view people from an impersonal, distant perspective.

Practical Outlook (PO): The high scorer on this measure is interested in practical, applied activities and tends to value material possessions and concrete accomplishments. The criterion most often used to evaluate ideas and things is one of immediate utility. Authoritarianism, conservatism and non-intellectual interests are very frequent personality components of persons scoring above the average.

Masculinity-Femininity (MF): This scale assesses some of the differences in attitudes and interests between college men and women. High scorers (masculine) deny interests in esthetic matters and they admit to few adjustment problems, feelings of anxiety, or personal inadequacies. They also tend to be somewhat less socially inclined than low scorers and more interested in scientific matters. Low scorers (feminine), besides stronger esthetic and social inclinations, also admit to greater sensitivity and emotionality.

Response Bias (RB): This measure represents an approach to assessing the students test-taking attitude. High scorers are responding to this measure in a manner similar to a group of students who were explicitly asked to make a good impression by their responses to these items. Low scorers, on the contrary may be trying to make a bad impression.

A related set of scales had been found which tended to classify persons at certain points on a continuum of Intellectual disposition. The categorization makes use of six scales, four of which serve as primary criteria and two as secondary or supplementary criteria. The first four are Thinking Introversion, Theoretical Orientation, Estheticism, and Complexity, and the other two, which follow in consecutive order on the profile sheet, are Autonomy and Religious Orientation. This I.D.C. Index (Intellectual Disposition Categories), then, would serve to identify persons who range in type from those with broad Intrinsic Interests in intellectual pursuits to those with very limited and restricted orientations in the area of cognitive learning.¹³ (See Appendix B for a description of these scales).

Summary of the Candidate's Profiles

Profiles of the OFC group and the CSC-H group are found in Appendix B. A summary of the test profiles of the Omnibus Personality Inventory and an interpretation of the changes in scores is provided as follows:

1. Average mean I.D.C. (Intellectuality) scores of OFC group at entry were significantly higher than campus (control) group.
2. Mean I.D.C. scores of control group increased slightly over the year. The OFC secondary group scores on the I.D.C. rose slightly. The elementary candidate group actually decreased in intellectuality and moved toward a "pragmatic" orientation.
3. The OFC secondary group showed themselves to be the most independent of authority, most tolerant of other viewpoints and most opposed to infringements on individual rights.

¹³ Ibid., pp. 23-26

4. Both groups showed an increase in greater liberality toward religion and a tendency to be skeptical of conventional beliefs and practices.
5. Both groups (experimental-control) compared with College Freshmen mean scores on Strength of Interest in being with people. With the exception of the OFC secondary candidates, both groups showed a decline in interest.
6. OFC group increased significantly towards general readiness to express themselves and to enjoy doing it.
7. The control group scores on pertinent scales indicate they possess fewest feelings, attitudes and behaviors which characterize anxiety, worry, nervousness and social alienation. Both groups, however, were on the "healthy" side of the mean with the control group highest. Both groups "improved" their scores in this area from first to second testing.
8. On the Male-Female scale, both groups scored close to the Mean for College Freshmen. However, from the first to the second testing, the OFC group scores rose indicating a decrease in interest in aesthetic and social inclinations.
9. OFC group scored higher on the Altruism scale (concern for the feelings and welfare of others, etc.) than the controls on the first test. On the retest, the OFC group decreased in this personality variable and the controls increased their scores. Interestingly enough, the OFC group shifted slightly toward "practicality."

Discussion on Test Profiles

The Omnibus Personality Inventory did, indeed, portray shifts in personality dimensions for both the OFC and the campus groups.

Differences between groups should not be as seriously considered as the changes which took place within each group. Each group had participated in different kinds of teacher education programs. The question is: How did the

different programs affect changes in the teacher candidates? No concise answers were agreed upon by the OFC staff. However, an attempt to interpret the teacher candidate's profiles is offered as follows:

The control group showed somewhat greater changes in "Intellectuality". But the OFC group scores were significantly higher to begin with. The controls were probably still maturing intellectually with "room" to grow. The OFC group matured earlier and the program itself tended to attract a more intellectually mature individual. The OFC elementary group actually dropped in intellectual disposition and may be indicative of the type of contact with elementary children and schools which the candidates were exposed to in the "Flatland" schools of Oakland.

Of particular interest to the staff was the obvious drop in self-confidence of the OFC group. This could be attributed to the tougher situation in which the OFC candidates found themselves. The control group increased their scores on self-confidence. It is not surprising that student teachers who succeed in completing their credential year emerge with a greater feeling of confidence than they felt upon entry. The OFC group apparently did not feel this confidence. Indeed, the OFC supervisors reported that many of the candidates expressed dissatisfaction with their perceptions of success in teaching disadvantaged children.

Related to strong feelings of self-confidence, was the surprising slippage away from Altruism and a move toward Practicality. Perhaps, the hard, ugly, real facts of teaching in "tough" schools took their toll in "concern for the welfare of their fellow-man". Of course, the OFC scores were still above the mean for comparable groups, but movement was down from the entry profiles. On the other hand, the controls increased their scores on Altruism and expressed less interest on Practicality. The suburban school situation where most of the controls performed their student teaching may be less destructive of humane ideals than in the ghetto.

In summary, what actually emerged out of the OFC experience, was a more ordered - flexible individual with realistic notions of what could be accomplished in teaching and working in disadvantaged schools.

The Program Hypothesis

A proof of the program hypothesis has been demonstrated - i.e. the OFC group initially possessed significantly higher levels of social competency and intellectual esteem for themselves than the control group. They, in fact, maintained these high levels throughout the year's experience, while the campus group still fell below the mean scores of the OFC group. Furthermore, follow-up studies of the OFC group showed a distinct persistence rate of employment in disadvantaged schools. Of the 36 "graduating", only two failed to accept teaching positions. Fourteen accepted positions in the Oakland schools, and the balance accepted employment in other districts with high concentrations of minority children*.

In comparison, none of the 1967-68 control group teacher candidates was teaching in a recognized disadvantaged school.

Curriculum Design and Instructional Procedures

The major difference between the campus program and the OFC experiment was in the design of the professional education curriculum. On the campus, discrete course work (prescribed in the State Code) was required of all regular program teacher candidates. OFC candidates, on the other hand, were expected to absorb the usual methods and foundations materials in an integrated fashion. Therefore, the seminar method was devised using a case study approach to "cover" the content areas. Traditional textbooks were not required. In their place, a large reference library of contemporary books was developed. In addition, an extensive file of reprints from a variety of sources (including racial minorities' newspapers) was

* A Spring 1969 follow-up showed that 35 are still teaching in disadvantaged schools. The only one not teaching is traveling in Europe.

gathered and disseminated to the candidates and to the faculty libraries of the schools serviced by OFC. Candidates were expected to attend all seminars and curriculum workshops, and were required to maintain daily journal entries. As an example, the journal requirements were spelled out in the following memo from staff to all OFC candidates:

" Oct. 18, 1967 - Requirements on Writing the Journals

All candidates will be required to develop a journal (or log) of critical events, experiences, interpersonal incidents, confrontations, analysis of significant readings, and selective perceptions of what is happening to them as human beings as they progress in the program. As originally structured, candidates were asked to keep a log only on community experiences. As of now, this is amended to include all experiences including the classroom and school environment.

The objectives for writing such a journal are as follows:

1. to develop skills in analyzing self-perceptions and appraisal of one's influence on the intellectual and emotional growth of others.
2. to provide evidence of growth in ability to observe and evaluate the immediate environment.
3. to provide a basis for more effective staff planning of individualized programs for the candidates.
4. to integrate reading and other experiences with personal insight.
5. to encourage a continuous dialog among staff members and candidates."

Journals were reviewed every other week throughout the year by an assigned supervisor. The value of keeping a journal was demonstrated by the candidates' initiative and hard work in putting together a compilation of the best entries with accompanying photographs. A copy of this text may be found in Appendix B.

As stated above, each seminar was built around a case study. The candidates met in small groups of eight with an OFC staff member. Attempts were made to verbally deal with the problems they were having with their pupils in classes, with the relationship (or lack of it) of the readings and community assignments. The purposes of these seminars was to acquaint the candidates with recent educational research which had been identified as relevant to inner city schools. Comments from master teachers, candidates and staff members suggested the abandonment of the "Case Study" approach. No matter how pertinent the case

study was to contemporary problems in inner city schools, the candidates themselves rejected this method. Most felt strongly about their personal confrontations with ghetto children and the difficulties they were experiencing in motivating children to "learn" and to persist in school, to be involved in "continued" situations. The group, as a whole, resented deeply the staffs' attempts to "structure" a curriculum for them. A majority felt that the formal "content" of educational psychology and sociology, philosophy, history, etc. had little to offer for "success" in the ghetto classroom.

The "pragmatic" approach (portrayed in their O.P.I. profiles) to everything in the OFC curriculum took precedence over theory. What emerged, was essentially an open-ended problems-centered curriculum. As an example, candidates at all levels of instruction were experiencing a great lack of knowledge about diagnosing reading deficiencies among their students. As a result, the staff organized reading clinics, and workshops, to train the candidates in this area.

Another example worth stating was an obvious group ignorance of standardized testing procedures used in the public schools, and other educational agencies. This fact evolved out of the furor over an "Intelligence" test for jury duty which was published in the local newspapers. The test (purported to be a test of intelligence) apparently had discriminated against racial minorities' participation on Alameda County juries. The candidates and some staff members concluded that the test was ridiculous or worse. But, in reality, an analysis of the test itself revealed that the test was only a little more inferior than the general run-of-the-mill classroom tests which the candidates and teachers used to test achievement and "intelligence".

Once this interest in testing was generated, the candidates, staff and sample groups of Castlemont students took the Jury test and all scored above the passing limits. Since, most of the Castlemont students in the test sample

were members of a racial minority, the question of "built-in" racial discrimination subsided. There were other reasons for the test's inadequacies, however, and the candidates set out to determine the deficiencies. A few informal instructional sessions on "test analysis" were devised by the Director and out of these sessions the candidates developed a manual on "Classroom Examinations" (See Appendix B) and a healthier respect for the field of tests and measurements.

Lastly, very specific methodology for elementary classroom candidates developed out of the candidates' needs. Content areas such as music, art, science, were "beefed" up by bringing in District specialists to teach workshop type sessions. The candidates and master teachers expressed satisfaction with this arrangement.

Summary of the Second Year

The U. S. Office of Education's decision not to fund the projected second and third years of the Project, was cause enough to drastically modify program expectations. In addition, certain disillusionments among staff, candidates and administration regarding the first year's experiences influenced a decision to rethink the direction which the Project should take. A new director and staff was appointed and they set out to shear away the unrealistic goals which had been proposed.

What emerged was a fairly tight program design which encompassed an organized professional education curriculum, with intensive classroom teaching experience and an optional amount of time for significant contact with a ghetto community. The second year candidates were selected on the basis of academic success in College and significant experiences working with minority populations. They portrayed as a group, high ideals and an intellectual disposition to make "things" happen in society. At the end of the OFC experience, they appeared to be less ideal, more pragmatic, but competent and "tough" enough to work in the ghetto classroom.

The staff worked out educational components for the program and were able to implement them during the year. However, a major component, i.e. the modification of the sequential arrangement of the professional education curricular content, received a hard blow by those who were involved. An arrangement to use the case study approach to cover content failed. Candidates and staff worked out a better arrangement which involved the building of content around perceived needs in the classroom and community. While the first approach provided security of structure and continuity, it did not take into consideration the processes the candidates needed to be involved in to make the content meaningful. This, more "practical" approach, required the services of content specialists in the district and enumerable special workshops on skill building in art, music, science, group interaction techniques, social sciences, etc. Many "how-to-do-it" type of activities were developed to the great satisfaction of the candidates. Coping devices, then, became the real thrust in curriculum content - despite the fact that the average OFC candidate was a cut above the average teacher trainee in academic ability and intellectual interest. Nevertheless, it was safe to say that most OFC candidates came out of the second year experience a more competent, knowledgeable person about teaching disadvantaged children, and, one who found little difficulty finding and maintaining employment in disadvantaged schools.

CHAPTER VII

HAYWARD PROGRAM - THIRD YEAR

Planning and Organization

The third year program began, again, in an atmosphere of uncertainty. Washington again refused to finance the Project, and it wasn't until early September that approval was given to expend the residual funds from the previous year (approx. \$28,000). The staff was now down to two and a half positions financed solely through California State College, Hayward. Nevertheless, the Director and staff decided to go ahead and plan and implement a program despite the U.S. Office of Education's indecisiveness. Forty-four candidates were selected by the first of September. Major consideration for candidate selection (in addition to original criteria) was the individual's previous experience working with the Black community. The second year demonstrated to staff members that little previous contact with Black children in group situations militates against the candidate's chances for survival in inner city schools. Of course, every effort was made to recruit Black and Chicano teacher candidates. This was done through newspaper articles in the minority press, through radio (KSOL) and through individual contact with minority organizations in the East Bay. Despite these efforts, the third year class had only 14 members of racial minorities (or 32% of the class). The difficulties surrounding the attraction of minorities into teacher education programs are many. But, in the main, the major difficulty in California is the requirement of the fifth year for credentialing purposes. Many otherwise qualified minority members simply cannot afford another year of unpaid experience. Even a small stipend of \$2,000 or \$3,000 would have made the difference in bringing in more Black and Chicano males, who are desperately needed in the ghetto elementary schools. Since there wasn't funding available from any source, it was necessary for the staff to fill the openings with affluent middle-class Anglos. (This had also been the case in

OFC for the past three classes).*

Program Planning rationale was to be replicative of the second year program with some minor revisions. These revisions stemmed from staff and candidate evaluations, and comments from the master teachers of the Oakland Public Schools. Results of surveys regarding the OFC program and candidates, by 1967-68 candidates themselves, and master teachers revealed the following:

1. All the 1967-68 candidates want to teach disadvantaged in inner city schools. Most accepted jobs in these types of districts and a third (14) have accepted employment in Oakland.
2. Most of the candidates thought their master teachers to be helpful. However, a third thought their master teachers were just adequate.
3. Most of the candidates thought the OFC supervision was very helpful. Even so, a third of them thought OFC supervision was only adequate. Specific criticisms were noted as:
 - a) more observation (secondary candidates only stated this)
 - b) needed more help regarding sources for teaching materials.
 - c) need for more small group work with the OFC supervisor.
 - d) not enough reinforcement or constructive criticism (secondary only)
 - e) need for more subject matter help from specialists (secondary only)
4. Candidates were asked to rank in order, those aspects of the program which offered them the greatest amount of support in the program. These follow in order of priority:
 - a) opportunity to teach in the classroom (100%)
 - b) close and frequent supervision
 - c) seminars on subject matter and foundations

Low priority items were as follows (not in order):

 - d) community assignments
 - e) consultants and speakers
 - f) journal keeping
 - g) field trips
 - h) professional readings
 - i) social activities
5. Candidates were asked what OFC lacked. The major responses were:
 - a) More methods, techniques and workshops
 - b) help in subject matter (secondary candidates only)
 - c) need to observe outstanding teachers of the disadvantaged
 - d) better direction for learning sources.

* List of 3rd year candidates in Appendix B.

6. Master teachers of Oakland consider the OFC strengths as follows:
 - a) candidate selection and involvement
 - b) community involvement by candidates
 - c) on-the-job training in "flatlands" schools.
7. Master teachers of Oakland consider OFC weaknesses as:
 - a) candidates are not in the classroom as much as they should be*
 - b) there isn't enough planning time with the candidates
 - c) would like to be involved in curriculum development
 - d) candidates have little preliminary background information for classroom procedure
 - e) community projects take up too much time.
8. OFC staff asked the master teachers to suggest how they would design a teacher education program for teachers of disadvantaged children. There was no consensus, but individual suggestions were listed as follows:
 - a) some training as regular program, but adapt materials to fit their needs.
 - b) need highly dedicated, persistent people
 - c) need first hand experience in the classroom
 - d) bring in resource people from the school district.
 - e) staff should help master teachers relate the OFC program to the overall picture in the schools.
 - f) there is too much enrichment for those who are incapable of handling the material. (referring to school children).
 - g) there is a need for structured meetings between master teachers, principals and OFC staff.
 - h) preparation is secondary, candidates need to be mature in thinking and emotional behavior. Must have desire to work with "flatlands" children. They should be prepared to work. This is not an easy way to pick up College credit.
 - i) Suggested elementary schedule:

Monday	a.m.	Student teach
	p.m.	Seminar
Tuesday	a.m.	Student teach
	p.m.	Community work
Wednesday	a.m.	Student teach
	p.m.	Seminar
Thursday	a.m.	Student teach
	p.m.	Community work
Friday	all day	Seminars/workshops

*OFC second year elementary candidates spent three and one-half days in the classroom from the beginning of the school year until the end. Secondary had two assignments every day of the week for the full year.

- j) wider experiences in observations prior to student teaching. Also observe during student teaching.
- k) better and more frequent supervision by OFC staff (secondary personnel comments only)
- l) candidates should meet with master teachers prior to school opening to be involved in the initial course planning. They should be in the classroom from the first day of school.
- m) visitations of all types of schools and classes by the candidate. Master teachers should grade the candidate.
- n) set up standards and select Oakland master teachers (on the OFC payroll)
- o) don't underestimate the academic ability of inner city school kids¹

One may note that very little reference was made by Oakland Public School teachers regarding competency in subject matter fields. Apparently most candidates had a grasp of what they were expected to teach. Most of the comments dealt with operational procedure. And, parenthetically, the same comments are made about the regular teacher education program on the "hill". Candidates, on the other hand, felt they needed more help in content areas and this was specifically directed to the staff from the secondary education group of candidates. Out of these surveys and frank interaction of the remaining members of the staff, a skeletal format for the third year program emerged and is shown below:

Fall Semester

Sept. 4, 1968 - Jan. 31, 1969 (approx. 18 weeks)

Note: OFC will continue to follow the Oakland Public School calendar in order to experience typical teaching duties of a public school teacher.

Focus for the Fall Semester: An introduction to teaching socially disadvantaged children and youth in urban schools.

There will be three major experience blocks during the semester. Each is designed to enhance the OFC candidate's ability to teach in poverty-level schools.

School Centered

1. Observe formal and informal school structure
2. Observe child/youth throughout the daily activities
3. Note which individuals or groups have decision-making influence
4. How do teachers, parents, pupils, and administrators define "disadvantaged?"
5. What are the essential characteristics of a teacher of the disadvantaged?

¹ Jones, Tudor, "Results of Surveys of the OFC Program", memo, mimeo to staff, Aug. 13, 1968.

6. What are the learning styles (if any) of the disadvantaged?
 7. What curriculum is used? How is it suited to the learning styles of the disadvantaged?
 8. What resources are available to the teacher? School? District? In-service training, volunteers, teacher aides?
 9. Action research re: classroom procedures.
-

COMMUNITY CENTERED

1. Tour community
 2. Community analysis
 3. Interview parents and others living in the community.
 4. Participate in community agency activities (tutorials)
 5. Analyze coping strategies of the disadvantaged related to "playing the school game"
 6. What is done in the community to deal with the problems of the "disadvantaged"?
 7. How do public school officials perceive the cultural milieu of disadvantaged children?
 8. Accumulation of knowledge and understanding of the cultural milieu. Significant contacts with persons in the Black community.
 9. Action research project involving Neighborhood Youth Corps, Nursery School educator, poverty program personnel, community activists.
-

Study Centered

One day per week - 9:00 a.m. - 3:00 p.m.

1. Attend practicum - related topics.
2. Participate in study groups
 - a) case study techniques
 - b) classroom control and management
3. Discuss school and community experiences
4. Share readings and written comments (assigned readings and Journal entries).
5. Read, See and Hear to learn what is being done for the disadvantaged and by whom
6. Analyze effects of teaching styles on children and youth.
7. Adapt curriculum materials so as to be meaningful and positive for the child
 - a) Conceptualize the basic tools of mental patterns, knowledge of the basic steps in complicated patterns and skills, specifically reading, mathematics, organization, speaking and explaining, seeing elements of a whole.
8. Instruction

General Methods: Elementary - Reading, math, language arts, science, social studies, Fine Arts, standard and dialect English

Secondary - English, history, government, life sciences, Black studies curriculum.

9. How to motivate pupils to learn
10. Teaching strategies
11. Measurement and Evaluation

SPRING SEMESTER

Feb. 3, 1969 - June 15, 1969 (Approx. 18 weeks)

Focus for the Spring Semester: Experimenting with teaching-learning strategies to overcome the educational problems of socially disadvantaged children and youth.

School Centered

Three full days (M.T.W.) - one half day

Teaching

Elementary - all subjects

Secondary - two classes per day in either major or minor fields

Action Research

Candidate will carry out his project as planned during the Fall semester.
e.g.

1. One curriculum area
2. Learning processes
3. Contrasting teaching strategies

Community Centered

Continue with Action Research Project and work either as a tutor or with small groups in the community.

Consider community resources which can be brought into the classroom and have students become more involved with their community.

Study Centered

One day per week - 9:00 a.m. - 3:00 p.m.

Help with Action Research
Study unit development
Undergo research design testing
Evaluate project
Measurement and evaluation.²

²Jones, Tudor "Operation Fair Chance Program and Schedule for 1968-69," mimeo, Sept. 1968.

Curriculum organization was built around broad topics. For example, every General Seminar was to have a focus such as the following:

PHASE I - Sept. 13

Objective: To recognize classroom management problems and teaching styles

Premise: Any one teaching style is inadequate by itself.

Method: Videotape examples of teaching styles. Discussion based on observational data gathered by candidates.

- Topics:
1. Psycho-social dimensions within the classroom. Student teacher expectations. Over-riding atmosphere of the schools as a whole. Social dynamics of groups.
 2. Organization of the classroom to enhance teaching/learning units.
 3. Classroom control - the handling of discipline problems.

Responsibilities: Mr. William Austin, Staff assists.

Assignment: Transparent Self, Sidney Jourard (paperback) \$1.95.

Reprint: "Teacher Expectations for the Disadvantaged,"
Sci. American³

Staff for the third year included a part-time (.25) director, two full time and three part-time faculty. With the exception of one half-time person, salaries of the staff were to come out of the College budget.

Videotaping equipment was purchased for the purpose of developing micro-teaching units and to provide the means for candidates to observe a variety of teaching techniques. In addition, it was thought that videotaping would reduce the number of classroom visitations which was a time-consuming (and expensive) operation the previous year.

Program in Operation

Headquarters were moved from 86th Avenue to the Elmhurst Presbyterian Church. The move was a good one since the new quarters were much larger and rent savings occurred as a result of sub-letting the manse to three OFC candidates.

³"Practicum, Phases I, II, III," mimeo to candidates and staff, Sept. 1968

First meeting (Sept. 4, 1968) with new candidates was of an orientation nature. Candidates and controls were administered the Omnibus Personality Inventory and the Crossman's Teacher Attitude Scale. On the 5th of September the candidates and staff toured the community and the various agencies where they would be expected to work. On September 6th, all candidates began work in the assigned schools aiding regular faculty in the usual routines of opening school. In the afternoon, the candidates attended a Black Student's Union "Speak Out" at Castlemont High School, members of the Mission Rebels (a helping organization in the San Francisco ghetto) attempted to force the candidates and staff to face up to their "Innate racism."

The first General Seminar was held at Hunter's Point in San Francisco. The focus of the Seminar was to explore the psycho-social factors in the ghetto which underly the learning processes and behavior patterns of disadvantaged children.⁴ Some of the questions which came out of the Seminar as a result of the confrontation between middle-class Caucasians and Black ghetto residents were as follows:

1. What is the present status of education in the Black ghetto and what realistic educational objectives should student teachers have?
2. What has been the history of education in the ghetto (Hunter's Point) before the Black revolution?
3. What aspects of contemporary Black culture have particular implications for student teachers of Black students?
4. What are the real educational needs of Black students and what adaptations should be made in the prescribed California curricula to meet the needs of these students?
5. What problems are faced by student teachers living and working in Black communities? What are some guiding principles to follow?⁵

⁴ "Practicum - Phase I - "Education in the Ghetto", mimeo, Sept. 11, 1968

⁵ Ibid., p. 2.

These questions were to be explored continuously throughout the year and, indeed, set the scene for a decisive split between Caucasian and Black candidates.

By October, 1968, most candidates had been placed with master teachers, grade levels and subject fields. With a few exceptions, the candidates remained in these assignments throughout the year.

Curriculum and Instruction

The original notion of having a structured General Seminar each week with a particular focus was revised during the Spring semester. The revision was brought about by Black candidates who felt that a greater emphasis should be directed towards a "Black" curriculum. Since few experts exist in this new field, many ad hoc arrangements were made to bring content into the curriculum. For example, a Black professor of mathematics on the campus had been studying the way Black children learn math concepts. He was employed as a consultant by OFC to work with the elementary candidates in teaching mathematics. This professor conducted several seminars on the teaching of "Black" math, using videotapes as a vehicle. In contrast, another professor of math from the campus conducted a parallel five-week workshop on the "new math" using tradition techniques. Candidates were also required to study math through the use of programmed learning materials.

Black candidates were encouraged to develop teaching units on the "Black Curriculum" to be presented on a continuing basis to the General Seminar. Nothing happened, and the group went back to the originally structured curriculum of weekly "methods" seminars for elementary and secondary groups, and the weekly general seminars for both groups.

Community Involvement continued as a major phase of the OFC program. The emphasis for the third year changed somewhat because the candidates were a more politically sophisticated group than the first and second year classes. Most felt they wanted less supervision and greater opportunity to explore ways to

initiate contact with the community. What developed then, was a variety of individualized projects of parent contact work, individual tutoring, sponsorship of Black Student Unions, extra-curricular athletic supervision, volunteer teaching in the continuation high school, participation in a Black candidate's School Board election, voter registration and the like. Three action research projects were initiated by an OFC staff member (John Stevens) and several candidates. The three projects, still in the developmental stage, are as follows:

Employment Opportunities in East Oakland
Housing (Federal Apartment Complex on 101st Avenue)
Child Care Center (Housed in the OFC Headquarters - 98th Avenue)

Results of the Third Year

The program hypothesis to be tested was, again, stated as:

"Persisting teachers (those that accept employment in disadvantaged schools), trained in the OFC program will report significantly higher levels of social competency and intellectual esteem for themselves as demonstrated on the Thinking Introversion, Theoretical Orientation, Estheticism, Complexity, Autonomy and Religious Orientation scales of the Omnibus Personality Inventory than those trained in a regular teacher education program and who choose not to teach in disadvantaged schools."⁶

Testing Design

During the first week of the third year program, all forty-four candidates and a control group of similar size were administered the Omnibus Personality Inventory.⁷ During the last week of the program (June 2, 1969) the instrument was again, administered to the two groups of candidates.

Summary of the Profiles

Profile data can be found in Appendix B. However, a brief summary of the 1968-69 candidates' profiles is presented as follows:

⁶"Program design", mimeo, Aug. 15, 1968

⁷Omnibus Personality Inventory, Form F, Heist, Paul, Yonge, George, The Psychological Corporation, New York, N.Y. 1962, 1968.

1. The OFC secondary group scores went up on the I.D.C. scales (Intellectual disposition) while the elementary group declined in this category. Controls remained the same and were below the means for the OFC candidates.
2. OFC group scores declined in Altruism and increased in Practicality. The reverse was true of the Control group.
3. The elementary OFC group's self-confidence increased. Secondary group was unchanged. Control group self-confidence increased.
4. The OFC group became more outspoken and less extroverted over the year. Control group remained the same.

Interpretation of the Profiles

For two years the O.P.I. portrayed similar changes in the OFC candidates, as a result of their participation in the program. For example, it was clear that OFC elementary candidates' intellectual interests declined both years. Is teaching in the ghetto elementary school deleterious to intellectuality? This may be true because a similar drop in this personality variable was not found among the secondary control and experimental groups. The difference between the second year and third year class of elementary candidates is seen in their profiles on self-confidence. Perhaps, the fact that the third year group had intensive training in content fields and used videotaping techniques helped them feel more competent to cope with the classroom than the second year class. The third year group, like the second year, emerged from the program with fewer humane ideals, but with competency and self-confidence that they could do a good job of teaching in the ghetto.

Proof of the Hypothesis

Complete information has not been gathered to test the program hypothesis. However, it should be noted that the OFC group on both pre- and post-testing portrayed significantly higher levels of intellectual disposition than the campus group. It should be noted that the OFC group are now actively seeking

employment in disadvantaged schools. To date, 10 graduating candidates (22%) have been offered and accepted employment in the Oakland Schools. Two have accepted employment in the Berkeley Schools. Persistence rates in disadvantaged schools and comparative data on the controls will not be known until follow-up studies are made.

Curriculum Design and Instructional Procedures

As was true of the second year, one major difference between the campus and the OFC programs was in the design of the professional education curriculum. On campus, discrete courses in professional education were still required. The OFC program was expected to integrate this material into a developmental curriculum. A design for elementary and secondary methods was worked out, and a problems-centered approach for both groups was organized and presented in seminar and workshop arrangements. Much of the content usually found in education foundations courses was eliminated partly as a result of vehement rejection of the "irrelevant". A "barebones" curriculum content was presented with heavy emphasis on the "how-to-do-it" type of activities. Candidates apparently were satisfied with the arrangement. All candidates were expected to attend all seminars and curriculum workshops, and were required to maintain daily journal entries. Because of lack of funds, a compilation of journal entries similar to the second year was not produced. Achievement and levels of performance of the candidates were remarkably similar to the second year class.

The new element of instruction in the third year program was the utilization of videotaping. The candidates viewed themselves teaching units of instruction to both small and large groups of children. This technique of self-criticism was used to good effect throughout the year. It may have contributed to the elementary candidates' increased feelings of self-confidence

which did not occur the previous year. The video-recorder was also used for purposes of capturing on tape the teaching styles which appeared to be successful in teaching the minority children. Herbert Kohl, author of Why Children Fail, used the equipment to demonstrate how his Berkeley "store-front" school operated to create a positive learning environment.

The Oakland Schools used the video equipment to demonstrate science units for upper grade children. Two of the elementary male candidates taped events in the Central Valley grape strike with a class of sixth graders. The results were used as part of a unit on economic geography of California.

Recommendations for a Fourth Year

Federal financial support was obviously not forthcoming, but, the College administration had shown a great deal of support for Operation Fair Chance, by assigning faculty to the Project. Without that help, the Project would have collapsed at the end of the first year. The College administration, the Chancellor and the Board of Trustees showed that they believed in the worth of the Project by placing in the 1969-70 State College augmented budget a sum of \$34,000 to continue the OFC project at California State College, Hayward. Unfortunately, the Governor slashed the item out of his budget and the State Legislature failed to reconsider the item. However, since the State Department of Education had placed its stamp of approval on the program and the College administration and Division of Education had shown strong support, the Department of Teacher Education at California State College, Hayward voted (June 14, 1969) to continue the OFC program as an approved method for obtaining standard teaching credentials in California.

CHAPTER VIII

DISCUSSION AND RECOMMENDATIONS

Discussion

As originally proposed, the Operation Fair Chance Project was expected to: (1) influence traditional practices in preparing teachers to teach disadvantaged children and youth; (2) change attitudes of school personnel in their relations with racial minorities; and, (3) effect changes in the school curriculum which would provide a "fair chance" for disadvantaged youth to receive an education that is geared realistically to their vocational, cultural, economic, and social potential. This was a rather comprehensive picture.

Had the Project been able to get input in each of these areas, it would have approached the problem as few had in the past. While the goals were worthy, humane, and in need of fulfillment, the operational procedures were unrealistic in terms of time and financing. Indeed, Federal financing was terminated long before the Project had a "fair chance" to test its initial endeavors.

With so many institutional and personality factors to control, the Project had little hope for success. Massive changes in teacher education and public school curriculum do not take place without intensive cooperative planning between the representative agencies. Program implementation also is a cooperative venture. A teacher education institution simply cannot change its direction or approach to training procedures without concomitant changes occurring in the public schools.

Drastic modifications of the original proposal yield an experimental teacher training program with its roots embedded in the traditional credential programs offered on the campus of California State College, Hayward. Its "experimental" nature was built around four traditional concerns in teacher education. These were as follows:

1. Teacher candidate selection
2. Developmental curriculum
3. Community Involvement
4. School-District/College Partnership

Each of the concerns listed above have been analyzed and studied for the past three years. And, while it is true that empirical data are not available for supportive evidence, some assumptions and recommendations can be made for those interested in planning and implementing future teacher training programs. These appear in the next section.

Recommendations

Candidate Selection:

1. Careful screening of teacher candidates who wish to teach in ghetto schools is most necessary.

This recommendation is made on the basis of studying the "type" of individual who is apparently succeeding and persisting in teaching disadvantaged children and youth. The best candidate developed into a more "ordered-flexible" personality who knew his capabilities and was able to maintain an optimistic perspective of the possibilities for change in the public schools. The candidate who, in the long run, may prove to be even detrimental to the ghetto child and school system, is the individual (albeit bright and imaginative) who cannot cope with current conditions of the classroom and school system and wishes to destroy the whole works.

Black teacher candidates and other racial minorities experienced the same levels of difficulty in teaching minority children as the Anglo group. Indeed, the Black candidates may have had a more difficult role to play in reconciling their own middle-class

values with those found in ghetto schools. However, their empathy was greater and their commitment to transmit basic educational skills to ghetto children was stronger than any of the majority group.

2. There must be a more intensified effort on the part of the Federal Government and other agencies to attract and finance racial minority males in the teaching profession.

Curriculum Development and Organization

1. Educational foundations courses should be integrated with the experience centered courses.

Teachers of the disadvantaged must first acquire knowledge about - and skill for dealing with - children in general. That is, disadvantaged children are first children, and only then disadvantaged. Thus the knowledge and competencies that have been developed in such areas as human growth and development, learning, individual differences, elementary and secondary methods, and specific methods in subject matter areas such as reading, music, art, language arts, social studies, science are of importance to all prospective teachers including teachers of the disadvantaged. In addition, there is a body of methods, research results, and specific remedial and psychological treatments which have been shown to have some relationship to the education of the disadvantaged.

The greatest criticism teachers and candidates have toward educational theory is its untimely presentation and its organization around discrete courses. Therefore, an attempt should be made to organize relevant content and materials around blocks of time rather than in discrete courses.

Community Involvement

1. All teacher candidates should be sent out for an in-depth community experience along with their practice teaching experience.

The reason for the above recommendation is that most teachers in public schools are not involved in any meaningful way in the communities in which they teach. As a consequence of this, the economic and political forces which control and constrain the educational system are poorly understood and poorly influenced by professional educators.

A major problem of industrial urban society is alienation. People live in a community but have no real sense of belonging. They are isolated even when surrounded by crowds. To teach children in a community, one should know all that one can about the children and that must include the community in which he spends his 18 hours a day out of school.

2. Teacher training for the disadvantaged should move off the campus and into the community in which the candidate expects to teach.

A lecture course in the community or a few field trips to community centers will not develop the kind of understanding which is essential.

If the OFC program had any success it was due mainly to the fact that its headquarters and activities were located in the heart of the East Oakland ghetto. This visible commitment made it much easier to gain community acceptance and to work on problems of poverty, housing, underemployment, racial discrimination, and public health.

School District/College Participation

1. A more intensive working relationship between school district personnel and School of Education needs to be developed if the discontinuity between in-service and pre-service education is to be broken down.

The most difficult of all procedures in the OFC Project were those involving the school district personnel. This was caused, in part, by the traditional notion that teacher training institutions are invited "guests" in the District and must conform to its organizational and administrative policies. The other dimension to the problem, is the lack of cooperative planning between district and college. Joint ventures will stand a better chance for, not only survival, but also, success.

The most successful programs in the Operation Fair Chance Project were those planned and implemented by both District Personnel and OFC staff (Reading Workshops, Orientation Sessions, teacher exchanges, etc.)

The discontinuity between in-service and pre-service education needs to be broken down if there are to be any substantive changes in the way classroom teachers work. The way to break down the discontinuity is to work with the districts in bringing in professional services, new materials, and experimental programs which will help experienced teachers cope with their immediate problems at the same time that they are trying out new ideas. Finally, an exchange of personnel between the district and college needs to be worked out. If a member of the staff at each level could be appointed on a yearly basis, the possibilities of innovation would improve for both school district and teacher education.

**Operation Fair Chance Project and the California State College Teacher
Education Department:**

1. It is recommended that the Operation Fair Chance Program become a part of the regular offerings of the Department of Teacher Education, California State College, Hayward and be an approved method for teacher candidates to obtain a California Standard Teaching Credential.

ED035710

OPERATION FAIR CHANCE

FRESNO CENTER

FRESNO STATE COLLEGE

QUARTERLY REPORT NO. 5 - PERIOD MARCH 1, 1967 - JUNE 6, 1967

TO

PAUL F. LAWRENCE

PROJECT DIRECTOR

BY

Lester J. Roth, Director
Fresno Center
Fresno, California

OPERATION FAIR CHANCE

FRESNO CENTER

QUARTERLY REPORT NO. 5

This report is concerned with activities of the Fresno Center from March 1, 1967 to June 6, 1967. The dates coincide, approximately, with the third and final quarter of the first year of the program.

The report also contains a review and analysis of the first year's program as it concerned staff, students, and program details. There is also a section which includes detailed internal evaluation data.

THIRD QUARTER ACTIVITIES

PRE-SERVICE PROGRAM

PRIMARY INTERNS:

During this quarter primary interns assumed more teaching duties, evolving into team teaching, and culminating in their taking full charge and responsibility for their classes for an entire week. Their college classes were cancelled to enable them to teach mornings and afternoons. During this time the cooperating teachers were not in the classrooms, but were doing district-wide visitation.

The social studies economics unit that each intern prepared was initiated the week prior to their assuming full charge of their classes and was continued during this time. Many construction and art activities associated with the units were carried on by the interns without the assistance of cooperating teachers.

INTERMEDIATE INTERNS:

During this quarter, Intermediate interns assumed greater responsibilities for their classes and actually taught many days without supervision from the cooperating teachers. Interns were able to incorporate into the ongoing curriculum several units on economic education prepared for this purpose.

In the methodology portion of the Intermediate schedule, emphasis was on practical application of theoretical concepts discussed in the previous quarter.

Sessions were held on music instruction under the direction of Dr. Phyllis Irwin of the Music Department of Fresno State College; on mathematics instruction and new math by Dr. Jonathan Knaupp of Pacific College; on the development of educational objectives by Mr. Edward Snyder, Systems Analyst at the Multi-County Service Center at Fresno State College.

FIELD TRIPS

An extensive visitation program was utilized during this period as an integral part of the training process. Interns whose regular teaching assignments were with Negro children were given the opportunity to visit schools where the student population was predominantly Mexican-American and vice versa.

Interns were also afforded the opportunity to visit classes at the primary level, in Special Education programs and to become familiar with the Compensatory Education Program.

Thirty-five interns (primary and intermediate) participated in a field trip to Tulare, California to observe their compensatory education program.

Mrs. Thelma Gomez, Assistant Superintendent at Tulare, greeted the group, introduced members of her staff and gave a brief description of the

current program, which includes comprehensive physical examinations of pre-school, kindergarten, and first grade students; study trips for children and/or parents that range in length from a few hours to three weeks; reading and library programs, teacher aides, and parent education classes. Future plans of the district include the reorganization of one of the target schools on an individualized, ungraded basis.

The interns visited the adult nutrition class, where parents learn how to provide their families with wholesome meals economically (they learned how to bake an angel food cake for thirteen cents); how to shop for money, clothing, housing, etc.

The trip included visits to the pre-school and regular programs at Lincoln School and Maple School. The trip concluded with a brief tour of Kohn School, which was specifically designed for team teaching.

A unique opportunity was provided for Operation Fair Chance interns by the Laboratory for Learning program of the Fresno City and County School systems. (See section on Laboratory for Learning in this report.)

WORKSHOPS

A special week-end workshop on Sensitivity Training was conducted by Dr. Uvaldo Palomares of San Diego State College for all Operation Fair Chance interns. Interns also attended Operation Fair Chance workshops described in another section of this report.

LABORATORY FOR LEARNING

During the 1966-67 school year a project called "Central California - Laboratory for Learning" was conducted by the Fresno County and City Schools under Title III of the Federal Elementary and Secondary Education Act. The

purpose of this program was to develop within students a lasting personal appreciation of the environment in which they live, using science as the demonstration medium.

The method used in the program was essentially learning by discovery. Students were encouraged to discover natural phenomena for themselves and to attempt to reason why and how they occurred, rather than merely to learn names and basic facts. Emphasis was on discovering as much as possible about the out-of-classroom area.

Beginning February 26, selected sixth grade teachers accompanied their classes to Camp San Luis Obispo on the coast for one week. The teachers were assisted by counselors and resource personnel. A number of Operation Fair Chance interns accompanied classes as counselors. Thirteen intermediate and six primary interns went with these sixth grades at various times during the period February 26 - May 29. Some of the interns went with their own classes; others went with different classes in their buildings; still others went with groups from other schools.

Intern responsibilities included teaching lessons under the guidance of the regular teachers, operating machinery and equipment necessary for various lessons, helping the group with diary keeping and homework, joining groups at mealtimes, supervising during play periods, comforting and counseling children who needed special attention.

The interns felt that the opportunity to observe children functioning in a situation which was very different than that of the regular classroom was most worthwhile. Students and teachers representing many schools and situations were brought together with numerous resource persons to live and work together as a team.

SECONDARY INTERNS World of Work Component

The two secondary interns were assigned to seventh grade social studies classrooms in Sequoia and Irwin Junior High Schools. During the first semester they observed and served as aides to their supervising teachers. In both instances the interns were utilized in a flexible manner. To a degree they were floating teachers aides used throughout the school, but they were responsible to a supervising teacher and to a particular class with which they became intimate. The prescribed curriculum was followed throughout this time. By the second semester, the interns assumed major responsibility for planning and conducting instructional activities for one or two classes.

Concurrently, the interns and their supervising teachers met together with consultants to plan and prepare a unit on "The World of Work" to be taught by the interns sometime during the second semester. It was determined at an early stage in the planning that the chief purpose of the unit should not be to give specific information about jobs nor to assist students in making career decisions. Rather, the emphasis should be in developing a positive attitude toward work as a personal value.

It was recognized that many students did not have images of adult workers with whom to identify. Therefore, an effort was made to bring students into contact with workers who exhibited pride and satisfaction in their jobs. It was also felt that an integral part of the unit should consist of helping the student to develop a self-concept as a working member of society through simulation of a work situation in the classroom.

Materials and resources were collected and screened. Some materials were written when satisfactory commercial materials were not found. The community

was surveyed for resources. The Youth Opportunity Center, in particular, provided a source of speakers, films, and publications. In an effort to provide contact with workers, plans were made to bring in as speakers young workers from high schools, and adult workers of the same ethnic groups as the students. The medium of video-tape was conceived of as a potentially rich resource for bringing the students into contact with workers in their occupational environments without leaving the classroom. An experiment was launched in preparing such interviews with a variety of workers.

With this much assistance, the interns prepared their own teaching units selecting those materials and activities which seemed most promising for their particular situations. They also determined their own timing for teaching the work unit in order to articulate it insofar as possible with other units they were teaching.

The intern at Sequoia Junior High, taught the unit first to two classes concurrently. She emphasized the use of group activities and role-playing. As a culminating activity, a field trip was made to a newspaper plant where the organization for work was observed. The classes then simulated a publishing firm and organized to produce a book (or chapter) on France, the next unit in their geography study. An encouraging outgrowth of the unit was the adoption of the activities by another teacher. So, there was some halo effect from the intern and the cooperating teacher.

At Irwin Junior High School, because of a more difficult classroom situation, the program was not as effective. However, it was from this school that the idea and the production of the video tapes came.

A copy of the resource unit produced for the junior high school is appended to this report.

UNITS WRITTEN BY OPERATION FAIR CHANCE INTERNS

Number	Title	Grade Level
20	Home - School - Community	K - 3
1	Transportation	4
1	Study of the Central Valley in Terms of Economics--Mainly a Study of Cotton Production	4
1	Money	5
1	Banking	5
1	Economic Unit on Western & Great Plains States	5
1	Economic Unit on Northeastern, Southern & Southeastern States	5
1	Basic Economics: Civics and the Westward Movement	5 - 6
1	Labor Unions	6
1	Family Economics	6
1	Money and Work	6
1	How We Benefit From American Business and Industry	7
2	Automation	6,7
4	Occupations	5,6,7
2	World of Work	7,8,9

IN-SERVICE EDUCATION

The program objectives of Operation Fair Chance include statements expressing a desire to improve or increase teachers':

- (1). understanding and acceptance of children with significantly different backgrounds and behavior patterns
- (2) ability to generate intrinsic motivation for learning
- (3) utilization of relevant community resources.

Within the framework of In-Service Education, these objectives can be interpreted as applying both to interns and to the classroom teachers in whose rooms the interns gained their initial teaching experiences during the year just completed. The rationale made explicit to the cooperating teachers in the Extension (In-Service) class was that the major goal of the weekly meeting was to assist them in performing their function of teaching interns how to teach. A secondary goal, apparently accepted by most, was to find and gain some proficient and effective ways of working in a modified team-teaching arrangement. During the course of the year, project staff members and some of the teachers came to recognize that the series of in-service experiences could help teachers involved in the project. Clarification of and commitment to the above did not precede the first meeting of the class as one would ordinarily expect that it should. How this procedural problem was faced and what seemed to be learned by all concerned as a result is discussed under the following categories: Strategy - Tactics - Summary.

Strategy There was no real basis for blueprinting a course in advance, even if such an approach had been deemed desirable. What seemed to be a viable alternative was to explore with project staff members and classroom teachers

ways in which the weekly in-service meetings could make positive contributions to the efforts of cooperating teachers in the preparation of capable teachers of the disadvantaged and assist teachers to capitalize on the potential for team-teaching dividends during the half days that they had interns in their rooms.

At the conceptual level then, the strategy of in-service education is twofold

- (1) To make seemingly needed and desired assistance available so as to facilitate teacher-intern working relationships and to enhance benefits occurring therefrom;
- (2) To develop a momentum of cooperating teacher involvement in activities such as interaction analysis and action research that would become self-generating and self-sustaining.

Partial evidence as to the degree of strategic accomplishment is presented in another section of this report, but the staff impression was that something less than overwhelming success was achieved. (Note section of report entitled Cooperating Schools.)

Tactics: At the operational level, the strategy was to concentrate on process during the first two quarters of the academic year and to focus on data-gathering and action research during the third quarter. After a quarter of apparently modest success, feedback from cooperating teachers indicated the presence of a degree of inertia, perhaps based, in part, on subconscious fears and insecurities. A shift in strategy was required to maintain a fair degree of rapport and communication.

In-service meetings appeared to be somewhat successful when viewed by themselves, but they were not effective in achieving overall in-service objectives. On the basis of weekly staff discussions, procedures and techniques evolved from various sets of alternatives.

Procedures employed throughout the year can be classified into two categories, from the standpoint of teachers in the class: Active and Passive. The active category called for teachers to involve themselves in discussion, analysis, and ideation. The

passive role required only that they listen to one or more speakers.

Five of the six meetings in November and December were characterized by involvement activities. These included structured small group discussions; response to a postmeeting reaction form and to an instrument for assessing readiness for curriculum change; and verbal interaction analysis activities in both the in-service class and the teachers' own classrooms. The meeting that featured a speaker was followed the next week by use of an audience-reaction technique (small group discussion) that focused on the content, meaning, and implications of the previous week's lecture.

The initial involvement activities were designed to prepare the teachers for instruction and participation in action research on some aspect of the new team-teaching arrangement in their respective classrooms.

A kind of passive resistance led to the decision to use interaction analysis as a stimulant for involvement in action research, but, again, momentum was lost at the point of shifting to application.

Academic classroom experiences of interns provided an alternative possibility that was eagerly seized upon by the teachers. This possibility was to have the professors giving the college courses being taken by the interns devote a class meeting to a description of the content of the courses. An opinion poll was administered at the first meeting of the second quarter, with the results that the first four choices were for speakers of some kind and the last choice (actually mentioned by two persons) was for additional practice with interaction analysis. Fewer than twenty percent expressed a desire for instruction and experience in action research.

During the second quarter of the academic year (January and February) five and one-half meetings were devoted to speakers and two and one-half meetings consisted of class discussion concerning ways of helping interns and actual and potential

innovations made possible by E.S.E.A., Title I, funds and the Operation Fair Chance project. An effort to move each teacher into a short-range action research project was unsuccessful, with the result that a decision was made to rely chiefly on speakers during the Spring quarter.

During March, April, and the first two weeks of May, one hour was devoted to brainstorming the question of how to individualize instruction for the disadvantaged; one hour was devoted to a film; and two hours were reserved for data gathering by the internal evaluator. The remaining eight meetings consisted of speakers.

Formal and informal feedback indicated the following preferences of the cooperating teachers:

1. A passive role was overwhelmingly preferred to an active one, particularly when the active role suggested the possibility of making participant action and thought processes quite visible to staff members, colleagues, and, perhaps, even interns. Active role implications for additional outside preparation for activities may also have exerted an influence in the same direction.
2. Teachers preferred to have someone else responsible for making planning decisions, for moving meetings along toward announced goals, and for securing additional resources of any kind and all kinds that might add to instructional and educational effectiveness of a compensatory and internship program.
3. There seemed to be an ambivalence concerning immediate versus remote goals and practices. If an immediate concern

could be dealt with by someone else--a social worker or a probation officer, for example--then there was a desire to have a solution prepared. If, on the other hand, the immediate need had to be dealt with by the classroom teacher, especially in a way that called for modification on the teacher's pattern of behavior/performance, the tendency on the part of some was to shift to a more remote concern.

Summary: In-Service Program

In-Service Education or retraining of a sort which moves away from the "how to do it" approach is not noted for its receptivity by teaching personnel. It is especially rejected by marginal teachers whose initial training and supervision was so meager as to make them unprepared to address themselves to teaching as an art instead of a craft.

Cooperating teachers in Operation Fair Chance at the Fresno Center were not selected by the Center staff. They were selected by the school district officials on the basis of the needs of the district for intern teaching support. In a number of instances, cooperating teachers were not products of a formal training program themselves and were of limited assistance to interns and found it difficult to comprehend the role of a supervising teacher in an intern program.

Some of the well documented barriers to a successful in-service program were understood prior to the development of the program. Therefore, the program was planned to minimize the built-in opposition to such programs by teachers.

Operation Fair Chance created an opportunity for teachers to be participants in a research project on school district time. Extension course credit was

provided and they were reimbursed for the costs of the course by Operation Fair Chance.

Despite these ideal circumstances, much of the effort expended by Operation Fair Chance to get teachers to be active participants in the program, in other than a host role, was minimal.

The attached model, developed as a result of the Fresno experience, suggests that this year's cooperating teacher group perceived of their role in the framework of Option III, the College Option. In terms of an involvement concept, which was an overriding objective for cooperating teachers, as perceived by the Operation Fair Chance staff, the Client Option should have obtained. That is to say, the interests of Operation Fair Chance and those of the cooperating teachers must coincide to a large extent or the effort is self-defeating.

The lesson for next year seems to be that cooperating teachers must be a more select, homogeneous group. Homogeneity needs to be sought in demonstrable competence, readiness to innovate, commitment to experimentation, and self-image.

A second lesson points to the need for clearer conceptualization of models of in-service education, both by project staff members and by cooperating teachers. A mismatch of models may have created an insurmountable hurdle to effective action during the 1966-67 year.

If the foregoing assessments and observations are valid, certain recommendations regarding qualities to look for in cooperating teachers for the 1967-68 program seem to follow. Although the situation may permit less than what is suggested, the following would seem to be minimal essentials for cooperating teachers in Operation Fair Chance:

1. Initial entry into teaching on a regular credential following completion of an accredited teacher education program.

2. A desire to participate in the project, recognizing obligations and challenges that will follow as a consequence.
3. An unreserved willingness to study and practice techniques designed to enhance team-teaching arrangements and the internship program generally.
4. The degree of teaching competence and self-confidence required for receptivity to internal and external evaluation.

Satisfaction of at least the foregoing criteria would be a demonstration that something of consequence was learned during the year just completed, and it would in addition greatly enhance the possibility for judging the educational efficacy of the experimental variables that characterize Operation Fair Chance.

Model
OPERATION FAIR CHANCE
FRESNO STATE COLLEGE

OBJECTIVES FOR IN-SERVICE EDUCATION:
To Improve Effectiveness of Teachers

- A. Information (knowledge)
- B. Skills (method)
- C. Philosophy (attitudes)

IN-SERVICE MODELS:

<u>A. CLIENT OPTIONS*</u>	<u>B. DISTRICT OPTIONS</u>	<u>C. COLLEGE OPTIONS</u>
1. Private study and activity - ad hoc	1. Orientation	1. Credential programs
2. Private study and activity - planned	2. Curriculum committee work	2. Advanced degree programs
3. Extension courses Extended day courses	3. Grade level programs	3. Catalog courses: standard offerings
4. Summer School courses	4. Subject level programs	4. Extension: Specific interest courses
	5. Lecture series	5. Summer Workshops
	6. Demonstrations	6. Consultant Services
	7. Consultant Services	

*Options: Depend on who determines the ENDS and thus give impetus to the program.

- A. What the teacher perceives as needed and is willing to do under his own impetus.(personal criterion.)
- B. What the employer thinks the teacher needs in order to improve the nature and quality of his services to the children of the district.(services to children criterion.)
- C. What the college or university thinks the teacher needs to improve the nature and quality of his teaching.
(member of an occupational group criterion.)

OPERATION FAIR CHANCE
IN-SERVICE MEETING SCHEDULE
1966 - 67

11/3/66	Buzz session, structured; PMR; assignment
11/10/66	PMR summary; structured buzz session; CIM
11/17/66	Talk by L. J. Roth on phases of the project and teacher roles
12/1/66	Audience reaction techniques; interaction analysis (Haimbach)
12/8/66	Interaction analysis (Haimbach)
12/15/66	Interaction analysis (Haimbach); informal preference poll
1/5/67	Beatty; rank-order preference for winter and spring meetings
1/12/67	Campbell: "Communications"
1/19/67	Class discussion--ways of helping intern
1/26/67	T. Rea: "Individual Differences"
2/2/67	Group discussion--Innovations
2/9/67	Tocchip: "Battered Child"
2/16/67	Collect inventories of untried innovations; Ballou & Roth (discussion of action research; data-gathering log)
2/23/67	Chun & Simpson-- E. Ed. 107A & B "Working With an Intern"
3/2/67	Roth--A Typology of Teaching Styles; brainstorm--ind. diff.
3/9/67	Pickford: Welfare; "Its Impact on Children"
3/16/67	Feedback of brainstorming results; Chun, Simpson, & Wilkin; creativity
3/30/67	Roth--"Cultures & Behaviors"
4/6/67	Clet--"The Mexican-American"
4/13/67	Roth--"Roots of Negro Culture"
4/20/67	Dr. Noel Smith--"Relationship of the Negro Parent & Child to the Establishment"
4/27/67	Fikes: "Health Problems of the Poor"
5/4/67	Griffiths; "Occupational Awareness;" data-gathering (Wilkin)
5/11/67	Data-gathering (Wilkin); film, "The Mark of Poverty"

WORKSHOPS

Three workshops were sponsored by the Fresno Center during this third quarter. Programs for these were appendixes to the last Quarterly Report.

A. "The Spanish-Speaking Child in the Schools of Central California," held at Fresno Saturday, April 1 and Saturday, April 15, 1967.

Total attendance in Fresno - 255.

B. "The Spanish-Speaking Child in the Schools of Central California," held at Bakersfield Saturday, April 1 and Saturday, April 15, 1967.

Total attendance in Bakersfield - 114.

C. "Teaching Strategy for Compensatory High Schools, " held at Tulare April 14 and 15. Total attendance - 50.

WORKSHOPS-SUMMER:

Two workshops will be sponsored by the Fresno Center of Operation Fair Chance during the coming summer.

The first summer workshop will be "Economic Education and the World of Work." (June 19 - July 7, 1967.) (Appendix A.)

This economic workshop is designed to promote the development of "World of Work" awareness, using economic education as a medium. The program is under a tripartite sponsorship - Operation Fair Chance, Northern California Council on Economic Education, and the Fresno State College Summer Session. An outstanding staff has been secured. Dr. Vernon Ouellette, Dr. James D. Calderwood, and Dr. Karl Falk are nationally known for their contributions to economic education and as coordinators of economic education workshops throughout the country. Dr. Clair Nelsen and Dr. Richard Sparks have conducted locally-based workshops on the subject and have sponsored the economic education courses taught by means of television in this area.

All participants in the economic education workshop have preregistered. Text materials will be provided by the Joint Council on Economic Education.

The second summer workshop will be "Poverty, Ethnicity, and Education."

(Reading Period: June 19 - July 30, 1967 - Class Session: July 31 - August 18, 1967)

(Appendix B)

This workshop is unique at Fresno State College. The theme was developed from the concept that the major thrust of the federal attempt to eradicate poverty is through education. In this valley poverty is most manifest in ethnic groups; therefore, the theme of Poverty, Ethnicity, and Education encompasses the major elements of a program for culturally disadvantaged children. It is an interdisciplinary program, with an all visiting professor staff. Each staff member has been carefully selected for this particular workshop. Meetings have been held with the staff to develop a course of study, book lists, and a film series.

Participation in this workshop will be by invitation. School districts have nominated teachers who are presently assigned to schools where a majority of the pupils are culturally disadvantaged. Approximately sixty teachers from seventeen school districts will participate.

WORKSHOPS-SUMMARY:

During the year 1966-67 the Fresno Center of Operation Fair Chance has sponsored, or will sponsor, seven workshops on topics directly related to the objectives of the project, as follows:

<u>TITLE OF WORKSHOP</u>	<u>PLACE HELD</u>	<u>DATE (S)</u>
Occupational Problems of the Culturally Disadvantaged	Fresno (Hacienda Motel)	February 4, 18, 1967
The Spanish-Speaking Child in the Schools of Central California	Fresno (Hoover High School) simultaneously at Highland School (Oildale)	April 1, 15, 1967
Teaching Strategy for Compensatory High Schools	Tulare Union High School	April 14, 15, 1967
Projects in Speech: Communication and the Cognitive Process	Fresno State College	April 15, 29; May 6, 13, 1967
Economic Education and the World of Work	Fresno State College	June 19 - July 7, 1967
Poverty, Ethnicity, and Education	Fresno State College	July 31 - August 18, 1967 (Preceded by a reading period: June 19 - July 30)

The impact of Operation Fair Chance on the service area of Fresno State College has been considerable. The workshops have been well received by teachers and administrators and a great deal of attention has been drawn to Operation Fair Chance and its purposes as a result of these programs, along with attendant publicity in the press.

The program has had further exposure through speaking engagements of the Director and Assistant Director. The Operation Fair Chance program was described in detail at the California Educational Research Conference in Los Angeles on March 10 through papers entitled, "Problems of Research Design in Teacher Training Projects," and "Operation Fair Chance: Teacher Training Experiment." (These papers have been published in California Educational Research Summaries, edited by John A. R. Wilson, Graduate School of Education, University of California Santa Barbara, 1967.) Many requests have been received from throughout the state for descriptive

information on the program.

RECRUITMENT OF INTERNS FOR 1967-68.

As indicated in the last Quarterly Report, advertisements in the collegiate press and in the San Francisco Sun Reporter, a Negro newspaper, were used to attract candidates to apply for internships. While the number of applicants was not voluminous, a highly selective group has been secured for next year's program. Each candidate was interviewed by the staff member who will be responsible for the supervision of that particular intern.

The Fresno Center plans for a program with thirty interns for 1967-68. This is a reduction in numbers caused by the gross reduction in the Fresno Center budget. When the project began in 1966 it was anticipated that a larger program would evolve for 1967-68. Despite the fact that the first year's program was very successful, the overall program will be reduced in complexity.

Interns will be assigned to schools in the Fresno City Unified School District for 1967-68. During the past year, three school districts were used. A number of administrative problems, which developed during 1966-67, can be avoided through the use of a single district. The city school district also offers Operation Fair Chance an opportunity to select cooperating teachers from a large pool of capable and interested teachers. In some respects the crucial problems of the first year's operation were rooted in the unselective character of the cooperating teachers, a point which is elaborated upon in detail under the summary section on In-Service Education.

EVALUATION

The overall external evaluation of Operation Fair Chance is being done by the School of Criminology, University of California at Berkeley. In addition to considerable assistance to the Berkeley evaluation team, the local staff developed an internal design for gathering relevant data at the beginning of the project.

TESTS

Four main tests were selected with objectives of the project as criteria. The Minnesota Teacher Attitude Inventory, concerned with teachers' attitudes and teacher-pupil relationships, in one of the best instruments in its category.

The Varley Scale of Social Attitudes added a dimension of interest to us. It is directed toward the area of Social Service, and was adapted to the teaching field with minor changes.

Since values are of vital interest in any transaction that involves humanitarian motives and inter-personal relationships, the Allport-Vernon-Lindzey Scale of Values was selected.

Finally, if any possibility of intra-personal change is contemplated, the individual's potential must be accompanied by some open-mindedness or lack of rigidity. For this important area of measurement, we turned to a version of the Rokeach Open-Mindedness Scale revised by Dr. Harrison Madden.

Two comparison groups were chosen in addition to the Intern Group. These consisted of forty-two (42) Master Teachers involved in the program, and a randomly selected on-campus group of student teachers of approximately the same number.

PROCEDURE

Tests were administered at the beginning and at the end of the semester. Code numbers were substituted for names, with the stipulation that no person need take the

battery if he did not wish to. Only one real overt objection was voiced, but paradoxically, the subject insisted on completing the tests. Analysis after the first testing was done with electric calculator. Comprehensive analysis after the final testing was done on an IBM computer, using programs developed by Operation Fair Chance staff.

RESULTS AND DISCUSSION

Three groups (Interns, Master Teacher, and On-Campus Student Teachers) were pre- and post-tested with four instruments: MTAI; Madden Dogmatism Scale; Varley Social Service Scale (modified); and the Allport Scale of Values.

Significant (P: .05) within-group changes occurred in:

1. Intern group on MTAI; Varley, Part A (Equal Rights section); (Table I)
2. Master Teacher group on the Allport (Theoretical Section); (Table V)
3. On-Campus group on Dogmatism Scale; on Allport (Economic Section); (Table II), (Table VI)

Significantly different between-group changes (p: .05) occurred:

1. Between groups I & II on the MTAI; groups I & III on MTAI, with Group I changing the greater; (Table IA)
2. Between Groups I & III and II & III on the Madden, with Group III making the significant change (toward "more dogmatic"); (Table IIA)
3. Between Groups I & II on the Allport (Theoretical) with Group II making the significant change; (Table VA)
4. Between Groups I & III on the Allport (Economic) with Group III contributing the significant change; (Table VIA)

The hypothesis of no difference (H_0 , Null) at .05 was the general premise for the testing design. In several cases, the hypothesis had to be rejected, perhaps most notably in the case of the Minnesota Teacher Attitude Inventory. Preliminary testing

had shown marginal differences between groups, with all three group means being considerably lower than those indicated by the published norms. The increase of the Intern Group, within- and between-group, was significant at better than .01. The other two groups did not change significantly.

The Intern Group was initially different (higher) on the Varley, Equal Rights Section, and also made a significantly greater change in that area, but was not different on the Service Section. Neither the Intern group nor the Master Teacher group changed significantly on the Dogmatism Scale, but the On-Campus group, which at the beginning was significantly less "dogmatic" at the first test, made the only significant change, toward more dogmatic.

Analysis and interpretation of the Allport scores must be approached with considerably more reservation. First, scores are not independent; gains in one area are accompanied by losses in another area because of the nature of the scoring. Furthermore, out of the total matrix, (6 areas x 3 groups = 18) one might expect, at .05 or 1/20 roughly one change by chance. Two occurred, one in the Theoretical area, and one in the Economic area. There were no significant decreases in scores, indicating that the effects of the increases were so distributed among the other areas that no significant negative change occurred. Significant sex-differences inherent within the test were circumvented by using analysis of paired scores only, so that individuals were compared with themselves (T₁ vs. T₂) and by assuming that sex compositions of the groups were not different. Tentative rationale for significant changes, within- and between-groups indicates that the Intern group was inherently more susceptible to change than the other two groups, because of the volunteer bias and experimental variables. On the face of the evidence, the Intern group moved significantly in the direction desired, and interactions were more profitable with this group.

Very significant changes on the part of the Intern Group as measured by the MTAI and the Varley Scale, suggest that growth has occurred in the desired direction. The changes indicated by the MTAI are especially significant, since the test is specifically concerned with the individuals (and the group's) change toward the model of the more understanding, sympathetic teacher with better teacher-pupil relationships.

The group N was subject to attrition, especially in the case of the two comparison groups, which exposes the analysis to an additional selective bias: who did not give us Test II, and was this a systematic factor? (All final analyses were done on Test I and Test II scores on individuals, using "t" tests for correlated means.)

TABLE I
MINNESOTA TEACHER ATTITUDE INVENTORY
 COMPARISON, TESTS I & II

	MEAN DIFFERENCE	+
GROUP I (Interns)	22.87	5.82**
GROUP II (Master Teachers)	-6.12	-1.38
GROUP III (On-Campus Students)	-1.87	- .47

*significant at $\angle .05$

**significant at $\angle .01$

TABLE IA
MINNESOTA TEACHER ATTITUDE INVENTORY
 COMPARISON OF CHANGES, TESTS I & II

	MEAN DIFFERENCE	+
GROUP I	28.99	4.89**
GROUP II	24.74	4.45**
GROUP III	-4.25	-.72

*significant at $\angle .05$

**significant at $\angle .01$

TABLE II
MADDEN DOGMATISM SCALE
COMPARISON, TESTS I & II

	MEAN DIFFERENCE	+
GROUP I	-2.41	- .89
GROUP II	-1.15	-1.15
GROUP III	+9.00	+2.44*

*significant at $\angle .05$
**significant at $\angle .01$

TABLE IIA
MADDEN DOGMATISM SCALE
COMPARISON OF CHANGES, TESTS I & II

	BETWEEN GROUP CHANGES $\bar{D}$	+
GROUPS I & II	1.27	.30
GROUPS I & III	-11.41	-2.49*
GROUPS II & III	-12.68	-2.60*

*significant at $\angle .05$
**significant at $\angle .01$

TABLE III
VARLEY, PART A (EQUAL RIGHTS)
 COMPARISON, TESTS I & II

	MEAN DIFFERENCE	+
GROUP I	1.17	2.66*
GROUP II	0.00	0.00
GROUP III	.19	.39

*significant at $\angle .05$

**significant at $\angle .01$

TABLE IIIA
VARLEY, PART A (EQUAL RIGHTS)
 COMPARISON OF CHANGES, TESTS I & II

	BETWEEN GROUP CHANGES $\bar{D}$	+
GROUPS I & II	1.17	1.38
GROUPS I & III	.98	1.49
GROUPS II & III	-.19	-.22

TABLE IV
VARLEY, PART B (SERVICE)
 COMPARISON, TESTS I & II

	MEAN DIFFERENCE	+
GROUP I	.22	.55
GROUP II	.12	.19
GROUP III	-.100	-.14

TABLE IVA
VARLEY, PART B (SERVICE)
 COMPARISON OF CHANGES, TESTS I & II

	BETWEEN GROUP CHANGES $\bar{D}$	+
GROUPS I & II	.097	.12
GROUPS I & III	.322	.40
GROUPS II & III	.225	.23

TABLE V
ALLPORT: THEORETICAL
 COMPARISON, TESTS I & II

	MEAN DIFFERENCE	+
GROUP I	-.50	-.55
GROUP II	3.04	2.05*
GROUP III	1.38	1.08

*significant at $< .05$
 **significant at $< .01$

TABLE VA
ALLPORT: THEORETICAL
 COMPARISON OF CHANGES, TESTS I & II

	BETWEEN GROUP CHANGES $\bar{D}$	+
GROUPS I & II	-3.54	-2.04*
GROUPS I & III	-1.88	-1.20
GROUPS II & III	1.66	.85

*significant at $< .05$
 **significant at $< .01$

TABLE VI
ALLPORT: ECONOMIC
 COMPARISON, TESTS I & II

	MEAN DIFFERENCE	+
GROUP I	1.07	1.36
GROUP II	1.50	1.11
GROUP III	4.96	2.81*

*significant at $\angle .05$
 **significant at $\angle .01$

TABLE VIA
ALLPORT: ECONOMIC
 COMPARISON OF CHANGES, TESTS I & II

	BETWEEN GROUP CHANGES $\bar{D}$	+
GROUPS I & II	-.429	-.27
GROUPS I & III	-3.89	-2.01*
GROUPS II & III	-3.462	-1.56

*significant at $\angle .05$
 **significant at $\angle .01$

TABLE VII
ALLPORT: AESTHETIC
 COMPARISON, TESTS I & II

	MEAN DIFFERENCE	+
GROUP I	1.00	1.43
GROUP II	.45	.40
GROUP III	-.92	-.63

TABLE VIIA
ALLPORT: AESTHETIC
 COMPARISON OF CHANGES, TESTS I & II

	BETWEEN GROUP CHANGES $\bar{D}$	+
GROUPS I & II	.54	.41
GROUPS I & III	1.92	1.19
GROUPS II & III	1.38	.74

TABLE VIII
ALLPORT: SOCIAL
 COMPARISON, TESTS I & II

	MEAN DIFFERENCE	+
GROUP I	.14	.12
GROUP II	-.18	-.18
GROUP III	1.42	1.15

TABLE VIIIA
ALLPORT: SOCIAL
 COMPARISON OF CHANGES, TESTS I & II

	BETWEEN GROUP CHANGES $\bar{D}$	+
GROUPS I & II	.32	.21
GROUPS I & III	-1.28	-.75
GROUPS II & III	-1.60	-1.01

TABLE IX
ALLPORT: POLITICAL
 COMPARISON, TESTS I & II

	MEAN DIFFERENCE	+
GROUP I	-.67	-.75
GROUP II	1.04	.93
GROUP III	.77	.68

TABLE IXA
ALLPORT: POLITICAL
 COMPARISON OF CHANGES, TESTS I & II

	BETWEEN GROUP CHANGES $\bar{D}$	+
GROUPS I & II	-1.71	-1.20
GROUPS I & III	-1.44	-.99
GROUPS II & III	.28	.17

TABLE X
ALLPORT: RELIGIOUS
 COMPARISON, TESTS I & II

	MEAN DIFFERENCE	+
GROUP I	-1.83	-1.63
GROUP II	-.41	-.18
GROUP III	-3.19	-1.75

TABLE XA
ALLPORT: RELIGIOUS
 COMPARISON OF CHANGES, TESTS I & II

	BETWEEN GROUP CHANGES $\bar{D}$	+
GROUPS I & II	-1.42	-.55
GROUPS I & III	1.36	.63
GROUPS II & III	2.78	.94

SUMMARY

OPERATION FAIR CHANCE PROGRAM - FRESNO CENTER - 1966 - 67

It is appropriate at this stage of the project to restate, from the original grant proposal (ERD 495-Grant Number 4-6-000459-0499, Page 13), the premises and projections upon which the Fresno Center program developed, to see the relationship between the narrative description of what ought to occur and the actual operational phase which took place during the school year 1966-67.

The following is an excerpt from the grant proposal (pages 13-17):

"C. Fresno State College Project Center

Program

Differences in Teacher Preparation. It is recognized that, if the purposes of "Operation Fair Chance" are to be achieved, significant changes in the preparation program for teachers will have to be established. Some experience has already been gained in the preparation of teachers for service with disadvantaged children and youth through the NDEA Institute on Teaching the Culturally Disadvantaged which was conducted by the Fresno State College School of Education last summer.

Specifically, it is the present plan under "Operation Fair Chance" to move much of the teacher training program from the campus classroom into the public school context. To serve this purpose, one or more "laboratory" schools located in areas defined as culturally disadvantaged and serving culturally disadvantaged children will be used. Selected pre-service teachers will accomplish the majority of their professional training in the

off-campus laboratory school setting in a close living and working relationship with the children in the school and the people in the community.

Emphasis in the teacher preparation curriculum in the "laboratory" school setting will be on the following elements:

1. The gaining of a thorough background of knowledge relating to the sociological, psychological, economic, and anthropological-cultural aspects of the school, the community, and the pupils. The emphasis in these studies will be on the development of insights into and understanding of motivational patterns, value systems, self-perceptions, goals, and goal-seeking behavior, relationships with the larger structure of the community, and other factors and characteristics which tend to cause children and youth to remain in their traditional disadvantaged socio-economic orbits. The chief purpose of the intensive study of the psycho-socio-economic matrix of the culturally disadvantaged will be to seek ways and means, accepted and understood by the children and the people themselves, of breaking the chain of circumstances which tend to perpetuate the "culturally disadvantaged" configuration within a community. The opportunity to undertake these studies in the setting to which they are especially pertinent will be a distinct advantage to teacher candidates and a departure from the traditional teacher preparation pattern.

2. Supporting and directly related to the intensive study of disadvantaged children and youth in their own psycho-socio-economic matrix described in paragraph (1) above, will be the

equally intensive study and search for appropriate curricular materials. It is known at this point that many of the teaching materials commonly found in public school classrooms are directed toward both a middle class system of values and a related middle class experiential background. Since neither of these elements is typical of disadvantaged children and youth, many of the current curricular materials are either meaningless or unacceptable to disadvantaged children. In many instances, this has led to the false conclusion that these students are, by definition, slow learners. The development and use of curricular materials which have meaning for disadvantaged students and with which they can relate will serve to counteract this erroneous perception.

It is particularly important that these materials be developed in the area of reading at all levels. It is clearly established that the greatest cause of dropouts among disadvantaged children and youth is the lag in reading skills below grade levels. Specifically, an essential task of the project will be to develop and produce reading materials that will be meaningful and stimulating to disadvantaged children. Closely related to the reading materials will be those in the other language arts skills, including oral and written communications,

The third area in which curricular materials will be studied and developed will be in the Social Sciences. Here, the work will be based on the premise that the greatest need for disadvantaged

students, even in the elementary grades, is to begin the development of some clear perceptions of the manner in which they can become integrated into the mainstream of economic life in their communities and the nation. Based on this premise, the social studies materials which will be explored, tested, developed, produced, and used will be vocationally oriented. Within the general fabric of the new social studies material will be a great deal of what might be called "vocational information." Two purposes will be involved. One will be the teaching of basic information derived from the social sciences with emphasis on the individual. The other will amplify the individual theme through an expanded study of the vocational and professional foundations of society and how one goes about finding a rewarding place in these activities. Expected outcomes will include some clear perceptions on the part of students of the nature and order of a democratic society, the kinds of opportunities which such a society affords them, and more particularly, what one does to select the special kind of opportunity that is most suitable to him and how he goes about availing himself of it.

The emphasis, in summary, of the curricular materials to be developed will concentrate on the following areas:

- a. Reading and Reading Skills
- b. The Language Arts -
Written and Oral Communication
- c. The Social Sciences -
The Individual and His Place in the Economic
and Vocational Scheme

Other curricular materials will be developed in the Mathematics-Science and Health and Hygiene areas. In each of these, the same theme will apply, that is to say, the individual and his relationship to an ordered society.

3. In addition to the depth study of the behavioral and social sciences as they relate to the disadvantaged and the development and use of appropriate curricular materials along the lines indicated in part 2 above, a third dimension will be added to the preparation of teachers within the context of "Operation Fair Chance." This phase will concentrate on the area of inter-personal communications.

It is known, for example, that the idiomatic and syntactical patterns of the middle class teacher often provide an ineffective means of establishing communication with disadvantaged youth and children. We know, too, that on the basis of poor inter-personal communications, differences are emphasized and psychological barriers occur.

It is also known that this lack of meaningful communication flows in two directions. While pupils may have difficulty in understanding a teacher, the teacher may have equal difficulty in understanding the pupils. What is more, since the communicative patterns are different, there is a tendency toward mutual rejection. The question of whether the teacher rejects the speech patterns of disadvantaged pupils as being unacceptable before they reject his as being unintelligible is moot. The net result is a kind of two-way

students as a logical extension of the steps described in the first three sections. For example, we can be fairly certain that the actual involvement of these students in all phases of the teaching-learning process will be a better kind of methodology than a noninvolvement approach. It will be necessary to experiment, of course, to discover just how to involve them and what forms the involvement should take. We can hypothesize, too, that, if communication can be established, disadvantaged students will generally progress faster in a verbally centered environment than they will in a reading centered one. This is especially true if they are direct participants in the verbalized approach. Again, we must experiment with the establishment, ordering, and conducting of a verbal centered approach to problem solving. We must, for example, discover the methods which lead from a verbal situation to a reading situation. Under this phase of "Operation Fair Chance," the methodology will grow out of an application of the foundational principles, appropriate materials, and effective techniques of communication. The approach will be an experimental one centering around the testing of several hypotheses.

Preparation of "Operation Fair Chance" Coordinators and Staff. A workshop is intended for the 1966 Summer Session to be held on the Fresno State College campus. Participants in "Operation Fair Chance," especially those who will teach and work in the laboratory school situation, will be expected to participate in this workshop session, which will run for at least four weeks and for which college credit will be given.

Evaluative Plan. The essence of the evaluative plan involves the development of some objective measurement of the extent and the degree to which the work carried on in "Operation Fair Chance" has, in fact, resulted in changes in the relationships between teachers and culturally disadvantaged children.

It is not necessarily the purpose of the major evaluative team to concentrate on the curricular materials and the methodology developed, although these, too, will have to be judged and tested experimentally in order to discover which of them are the more useful. Rather, the main evaluative efforts will be directed toward the assessment of changes in teacher attitudes and the way in which these attitudinal changes are reflected in increased rapport with culturally disadvantaged students. The evaluation of materials and methodology will be secondary to teacher evaluation; a sort of counterpoint to the central theme.

This will require the selection and use of existing testing devices and without doubt, an attempt to devise some new ones. A pre-testing and a post-testing program will have to be developed and implemented. Control and experimental groups will have to be established. Provisions will have to be made for the handling of test data and the systematic indication of results.

One major problem involved in the development of new test instruments for measuring changes in teacher rapport relative to culturally disadvantaged students is the cost. If the validity and reliability of such an instrument cannot be well founded, the

rejection which, in its extreme form, makes any kind of real communication all but impossible.

It is the purpose under "Operation Fair Chance" to break this pattern. This involves at least two distinct phases. The first to develop some psychological basis which will permit teachers to accept speech patterns which they may regard as unattractive and unacceptable. The second is to develop speech patterns, idioms, phrasing, figurative expressions, syntactical adaptations, key words, and other forms which will enable the teacher to achieve some rapport with his students. The key word here is rapport; when it can be established, the teaching-learning situation can prosper. Unless it is established, the teaching-learning situation can be ineffective.

4. A final step in the teacher education program operated under "Operation Fair Chance" will be the search for more effective methods. If the basic understandings of teachers of the culturally disadvantaged can be improved by intensive study of the related social and behavioral sciences, if the tools with which they work can be improved through the development of curricular materials appropriate to their special tasks, and if their rapport with students can be reinforced by means of new communicative skills, then it follows that an effective methodology should result.

It is the purpose of this phase of the project to seek improved methods of teaching and working with culturally disadvantaged

results can be meaningless. For this reason, the evaluation plan reaches a critical state when the attempts to develop such an instrument becomes fully operative. A fair portion of time and money during the second and third years of "Operation Fair Chance" will be devoted to the production of a suitable testing device or devices.

In-Service Aspects of "Operation Fair Chance." While the work carried on in the laboratory center (s) under "Operation Fair Chance" will directly affect pre-service teachers, it is planned that the materials, methods, and procedures that are developed will be made available on a broad scale to schools and in-service teachers in the San Joaquin Valley.

This will be accomplished primarily through workshops which will be conducted by the Project staff at the request of individual schools and/or school districts. Each such workshop will include a survey of the pertinent information from the academic disciplines relating to the culturally disadvantaged (psychology, sociology, et al), together with demonstrations of the appropriate curricular materials and methods that have been produced. When these materials have given some evidence of their effectiveness, they will be made available to schools in our Valley area. In addition, selected schools will participate in the evaluation of materials and methods originating in the laboratory center schools. Each of the "field" workshops will, in addition, present the work being done in the area of teacher-student communications in the laboratory center.

It is intended that the workshops and related activities will make all of the knowledge, skills, and materials developed in the laboratory center schools available to teachers in the San Joaquin Valley area who need them. It is estimated that this group would include approximately four thousand teachers and that during the full term of "Operation Fair Chance," all of this group would have a number of exposures to the products of the Fresno State College development centers.

Course Changes. It is recognized that, in order to meet the stated objectives of "Operation Fair Chance," particularly in the area of pre-service teacher education, certain changes in the traditional course structure would have to be effected.

A good deal of thought and planning has gone into the development of new course proposals designed to assist in the preparation of teachers to work with disadvantaged children. At the present time there is a new course authorization via a recommendation by the College Curriculum Committee which will permit the teaching of courses specifically relating to the problems of disadvantaged students. This authorization is new and will serve as a basis for the development of much of the teacher preparation program under "Operation Fair Chance."

The total Project will be divided into three general stages: (1) the planning stage, (2) the operational stage, and (3) the final or wind-up stage. "

The operational phase of the Fresno program clearly follows the above declarations. An examination of previous quarterly reports, where numerous details are contained, will substantiate this assertion.

INTERN PROGRAM

Emphasis has been on the "laboratory school setting." An internship program, where interns worked one half day in the schools, under a contract with the cooperating districts on a "cost of college" salary (\$1600) basis was organized.

The California State Board of Education authorized special credentials for the interns to enable the project to experiment with course requirements. The Fresno Center had the only intern teaching program in the State of California operating under special Board authorization as provided for in the Education Code.

It is also the only intern program which is tied directly to E.S.E.A. programs and supported from compensatory education funds. In these respects, the Fresno program is unique in the State of California, and perhaps in the nation.

In keeping with other declarations in the grant proposal, the program has utilized staff and courses in areas of oral and written communication, health and hygiene, interpersonal communications, cultural anthropology, and sensitivity training. The program details have been explained in great detail in other Quarterly Reports. It should be noted here that the program is self-contained and includes elements of behavioral science as well as educational methodology. (See section on Evaluation for details.)

Operation Fair Chance has used a paid internship model for several reasons:

- a. It commits the district to serious involvement in the program because an employee-employer relationship obtains.

b. The intern is able to concentrate on the program. Part-time jobs, which dissipate time and energy of the intern, can be avoided.

c. It creates a more realistic job situation.

It is interesting to note that much about Operation Fair Chance at Fresno fits into the pattern put forth by A. Harry Passow in Education of the Disadvantaged, Part V, "Teachers for the Disadvantaged." Passow, in writing about national perspectives, states:

"No radical innovations mark the current teacher-preparing programs. They do, however, reveal these adaptations:

1. Early and continuous contact with children and adults in disadvantaged areas in a variety of school and nonschool related activities.
2. Intensive involvement of behavioral and social scientists, who are asked to apply research and theory from their disciplines to the specific needs and problems of disadvantaged populations.*
3. Intensive involvement of successful school practitioners - classroom teachers, principals, counselors and others - working cooperatively with the teacher education faculty in planning, supervising, and evaluating experiences.
4. Opportunities for preservice experiences with community agencies whose range allows for more insight into the life styles of disadvantaged students and, consequently, greater empathy for their difficulties.
5. More frequent exposure to diagnostic and remedial procedures, to methods and materials for individualizing instruction, to strategies for classroom control and management, and to material resources tailored to the disadvantaged population.
6. The establishment of internships and other means of continuing supervisory relationships between the college and the teacher in service."

*(See appendix C for courses taught this quarter.)

In the same publication, Miriam L. Goldberg proposes a hypothetical model, which is actually functioning in the Fresno Center of Operation Fair Chance. (See pages 475 through 482, Education of the Disadvantaged. A book of Readings edited by A. Harry Passow, Miriam Goldberg, Abraham J. Tannenbaum. Holt Rinehart and Winston, Inc., 1967.)

CURRICULUM MATERIALS

The development of curricular materials was focused on new courses in the teacher-training program in communications, health, guidance, and interpersonal relations. In the area of communications, a new book of readings has been developed. The book was also used in a special workshop for in-service teachers in May. (Communication and the Cognitive Process.)

All interns developed individual teaching resource units in the area of the world of work. Most of these units were used in the classes. Some effort will be made this coming year to experiment with a model articulated program from grades one to eight, where the units can be tested. From this experience it is expected that a publication will be produced.

The Fresno Center of Operation Fair Chance has concentrated on testing the adequacy of existing and newly produced commercial curricular materials rather than embarking upon a costly materials development program. Further, curriculum materials development is only obliquely related to teacher training at the pre-service level.

It is at the curriculum development level that school districts become less than eager to have outside agencies, such as Operation Fair Chance,

get involved in substantive questions about their programs and materials.'

COOPERATING SCHOOL DISTRICTS

Each of the districts involved in the program perceived the function of interns as it related to their approach to the use of teaching personnel in general. That is to say, the schools in the program each provided a unique set of circumstances in terms of student population, teaching personnel, administrative style, and community support. Intern commentaries reflect these variables and to a large extent color the degree of job satisfaction obtained. The ability and experience of cooperating teachers also contributed to intern satisfaction.

Districts tended to regard the intern in Operation Fair Chance as an alternative to a teacher aide or to a student teacher from the College. The concept of co-teacher or a team teacher, espoused by the Operation Fair Chance staff, was very slow in developing.

Teaching situations where two credentialed teachers are in one room is so unique, especially in culturally disadvantaged areas, that it was difficult for administrators and teachers to conceptualize the new roles for the teaching partners. The situation called for dynamic, supportive leadership from administrators and senior teachers in the schools. A majority were not prepared to accept this responsibility.

An issue is raised here which plagues all of teacher education in America and which is manifest in the rather modest success with the first year's program.

Historically, the training of teachers in America has been the responsibility of the normal school and the liberal arts college. These institutions are now being incorporated into universities and the function of teacher training becomes

the province of a School of Education. The evolution of teacher training from the normal school, where an almost exclusively vocational approach dominated, to the present structure (in California) where educational methodology has become minimal, makes it imperative that greater commitments to the process of teacher training become a recognized obligation of the public schools. Instead of merely holding open their doors for student teachers and providing a minimum amount of supervision, the schools must become actively engaged in the total process of the education of teachers.

An intern program such as Operation Fair Chance cannot function effectively unless the districts accept an active commitment to teacher training as a legitimate and necessary function of the school. The schools would like to continue "business as usual." They are not anxious to accept additional burdens. It is not implied here that the schools in Operation Fair Chance considered interns a burden, but they did wish to do "business as usual."

PROJECT EVALUATION

In the makeup of the total project, which includes the various functional centers, the weakest link is in the concept that a program can be developed, almost from scratch, and can be ordered in such a way as to know the variables well enough in advance to evaluate the center's programs. The methodological problems are enormous. Under the best of circumstances, because the hypotheses to be tested were not and could not be established at the outset of the programs, and each operating center developed markedly different programs, the charge to the Berkeley Center was not realistic. The evaluative function at the Fresno Center was not and could not be done on an external basis. Berkeley personnel worked very closely with the Fresno Center staff in order to gather data and to maintain the contacts with cooperating school districts. The need for an external evaluation agency in the total project is very seriously questioned at the Fresno Center. An extensive and intensive evaluative program was built into the Fresno Center program. The external evaluation concept, if it must be continued, should be completely reorganized in the light of the experience of the first year. A sharper delineation in the roles of the centers must be made clearer.

INNOVATION IN TEACHER EDUCATION

The Fresno Center program has not been revolutionary. That is not to say that it has not been a bellweather of change, because, in fact, it has had a significant impact on the College in general, the School of Education, and the cooperating school districts. It has had a significant impact on the service area of the College through the extensive workshop programs.

Social institutions, schools and colleges in particular, resist abrupt changes. They also resist external efforts to reorder the ethos of the institution. For a project

such as Operation Fair Chance to have a lasting effect on the schools and the College its contributions need to be ordered in such a way that the implant is not sloughed off.

The Operation Fair Chance program at Fresno State College was developed in an "ordered change" frame of reference. The program is certainly innovative in the context of the Fresno State College modus operandi and the usual way in which the College and the surrounding school districts maintain their teacher education functions.

The literature on the culturally disadvantaged, which is now published in copious quantities, abounds with references to the need for special training programs in educational institutions to prepare teachers for the tough tasks posed in the inner cities and rural slums. It suggests that we need different ways to train teachers and that we need to recognize the realities of the service area in which large numbers of new teachers will enter the profession.

The Operation Fair Chance program at Fresno is different and it has incorporated those elements into the woof of its fabric which the literature suggests ought to be in a program of this sort. The evidence for what ought to be, however, is almost exclusively a priori. The Operation Fair Chance program in Fresno is, in fact, putting these logical premises to the test.

The warp of the professional education phase of the intern program is rather conventional in design. Its design has not threatened personnel in the School of Education, nor has it stated that generations of experience with teacher training have no relevancy for the training of teachers to work with culturally disadvantaged children. The program has not focused on gimmicks or cookbook approaches to the training of the interns, but has concentrated on the human elements in the pupil-teacher relationship.

OPERATION FAIR CHANCE

1966 67

COURSE: Health Education 123. School Health

CATALOG DESCRIPTION: The health program in elementary and secondary schools; administration of eye screening tests.

ALTERATION IN EXISTING COURSE (IF ANY) FOR OPERATION FAIR CHANCE:

Much of the reference to secondary school health will be eliminated. More emphasis will be placed on individual health of the student rather than on general school health programs. This course would utilize the field trip and resource persons to a greater extent than the existing course.

OBJECTIVES OF COURSE IN TERMS OF INFORMATION, ATTITUDES OR SKILLS TO BE ACHIEVED BY INTERNS:

Informational objectives:

The students should become better informed on conditions and diseases which produce health problems for school age students. It is important that students get information on such problems as nutrition, dental health, communicable diseases, posture, care of eyes and ears, skin, emotional problems and emergency situations. The students should have some knowledge of first aid for various school accidents as well as general safety education.

Attitudinal objectives:

It is hoped the interns will become aware of the importance of health to the everyday functioning of elementary school children. Education cannot be fully effective when students are hampered by illness or physical defects. Learning takes place best when students are healthy.

Skill objectives:

The interns should become proficient in administering the various eye tests. They should also develop an ability to be observant for deviations from normal good health. It is hoped they will also become somewhat skilled in handling emergency situations which require minor first aid such as the epileptic, diabetic and rheumatic heart child. Some basic first aid skills would be helpful. One of the most important skills would be in the area of teach health. They would not learn how to teach but rather learn to recognize the many opportunities that arise daily in which health can be discussed.

OPERATION FAIR CHANCE

1966 - 67

UNIQUE RELEVANCE OF COURSE TO OPERATION FAIR CHANCE PROGRAM:

School health is most relevant to "Fair Chance" because of the kind of intern, school children and type of situation selected for study. If "Fair Chance" is likely to prove anything, it will be that health is of primary concern in effective educational programs. The student that hurts doesn't learn very well. The sick child usually does not come to school. You can't educate a vacant desk. School Health 123 should make the interns more aware of the importance of good school health programs and what they can contribute to improving the classroom and general educational environment.

TEACHING STRATEGY:

Techniques on teaching health education will be given both by lecture and demonstration. To show, by use of various audio-visual aids, as many deviations from good health as possible. Classroom activity will be made more practical by field trips and actual observation of the work of school nurses. It is hoped examples of good health teaching in a classroom situation can be observed by the interns.

BIBLIOGRAPHY AND MATERIALS:

Haag, Jessie H., School Health Program, New York: Holt, Rinehart & Winston, Inc., Rev. Ed., 1965.

Irwin, L. W., Cornacchia, H. J., and Staton, W.M., Health in Elementary Schools, St. Louis: The C.V. Mosby Company, 1966.

Smolensky, J. and Bonvechio, L.R., Principles of School Health, Boston: D.C. Heath and Company, 1966.

What Teachers See, Metropolitan Life Insurance Co. NY, New York: 1960, (Pamphlet.)

A Guide for Vision Screening in Calif. Public Schools, Calif. State Department of Education, Sacramento; 1964., (Pamphlet.)

Health Education Guides, Gr. 1-8, Fresno County Schools.

Emergency Care for Injuries and Sudden Illness, Fresno City Unified School Dist.

Fodor, John T., The Legal Basis for School Health Education in Calif., Los Angeles, Calif., Brewster Publications, 1962.

OPERATION FAIR CHANCE

1966-67

COURSE: Psychology 200. Seminar in Psychology.

CATALOG DESCRIPTION: May be repeated with different topics. Prerequisite:

permission of instructor. Seminars in psychodynamics, personality, psychological measurement, counseling and psychotherapy, genetic psychology, experimental psychology, social psychology, applied psychology, learning, research design, physiological and comparative psychology, theoretical problems.

ALTERATION IN EXISTING COURSE (IF ANY) FOR OPERATION FAIR CHANCE:

Psych 200 is an "open" graduate seminar in which the instructor determines the nature of the course. In offering it for the Fair Chance program, emphasis was placed upon interpersonal relations, group processes, and the development of a healthy self concept. Much of the seminar follows a format that would be appropriate for any group of students, but some recognition was given to the particular training emphasis of the Fair Chance students.

OBJECTIVES OF COURSE IN TERMS OF INFORMATION, ATTITUDES OR SKILLS TO BE ACHIEVED BY INTERNS:

The objectives of the course are to promote more positive self concepts in the students, to make them more aware of the importance of a person's self concept to his development, and to increase the interpersonal effectiveness of the interns. It also is designed to make them more sensitive to interpersonal relations within a group setting. A largely unstated but important outcome of the seminar is to focus upon the individual as a source of problems as well as their solutions, as differentiated from the social or institutional (society, school, etc.) source of problems and solutions.

UNIQUE RELEVANCE OF COURSE TO OPERATION FAIR CHANCE PROGRAM:

Most, if not all, of the Fair Chance students who go into "relevant" teaching positions will face situations which place heavy demands upon interpersonal effectiveness in adapting to frustrating and threatening problems. The seminar presents some such situation to the interns and then attempts to have them learn about how they can behave in a flexible and adaptable way. The seminar puts heavy emphasis upon the development of a more positive self concept, which appears to be a major problem among culturally deprived children. Also, by emphasizing the personal rather than institutional elements in problems related to poverty areas, the importance of actions taken by a single individual (the teacher) becomes more apparent.

OPERATION FAIR CHANCE

1966 67

TEACHING STRATEGY:

The first few sessions of the seminar are spent in an unstructured group situation. This confronts the interns with many of the problems of interpersonal relations, and tends to result in frustration and a variety of actions designed to relieve the frustration. The seminar proceeds to examine some of these problems through examination of literature and through actual "working through" of the specific group problems. Attention is then directed toward the self and its importance in adapting to "new" interpersonal situations. An attempt is made through discussions, lectures, and field exercises to expand the self concept or to consider alternative characteristics of it--in short, to bring about some change or at least recognition of possible change in the self concept.

BIBLIOGRAPHY AND MATERIALS:

Texts: Mark Abrahamson, Interpersonal Accommodation. 1966.

Don E. Hamachek (Ed.), The Self in Growth, Teaching and Learning. 1965.

A wide variety of texts and readings are relevant to the seminar, including much of the material on group dynamics, training groups, and an increasing list of books and articles on the shelf.

OPERATION FAIR CHANCE

1966-67

COURSE: Advanced Education 175. Occupational Analysis and Information.

CATALOG DESCRIPTION: Theories of occupational choice and their importance for counseling; sources of guidance information; community surveys; job analysis; follow-up studies, work experience programs; placement programs.

ALTERATION IN EXISTING COURSE (IF ANY) FOR OPERATION FAIR CHANCE:

Adoption of a textbook for mid-elementary and junior high school level to go with texts already being used.

OBJECTIVES OF COURSE IN TERMS OF INFORMATION, ATTITUDES OR SKILLS TO BE ACHIEVED BY INTERNS:

To aid in developing competence in occupational information as follows:

- (1) Competencies in the classification of the World of Work.
- (2) Competencies in the description of the World of Work.
- (3) Competencies in variation in occupations as a result of socio-economic changes.
- (4) Competencies in training and placement facilities.
- (5) Competencies in collecting, evaluating, abstracting, and filing of occupational information.
- (6) Competencies in use of occupational information.

UNIQUE RELEVANCE OF COURSE TO OPERATION FAIR CHANCE PROGRAM:

This course provides the student with information that will allow him to discuss and teach occupational information.

TEACHING STRATEGY:

Lectures

Seminar discussions on problems developed

OPERATION FAIR CHANCE

1966-67

BIBLIOGRAPHY AND MATERIALS:

- Adams, Chas. Career Facts: 1966-67. Addison-Wesley Co., 1966
- Adams, Chas. Job Facts: 1966-67. Addison-Wesley Co., 1966.
- Burk, C.S., et al, Children's Literature in the Elementary School.
Holt, Rinehart, & Winston, 1961.
- Crosby, Muriel (Ed.), Reading Ladders for Human Relations. American
Council on Education, Washington, 1963.
- Ginzberg, Eil, The Development of Human Resources. New York, McGraw-Hill
1966.

Other assigned pamphlets and readings.

OPERATION FAIR CHANCE

1966-67

COURSE: Social Welfare 127. Group and Community Services

CATALOG DESCRIPTION: Group and Community Process and Social Services to meet human needs.

ALTERATION IN EXISTING COURSE (IF ANY) FOR OPERATION FAIR CHANCE:

Omission of content concerned specifically with social group work and group serving agencies. Addition of content normally included in Social Welfare 20 and 121 about the basic Social Welfare Systems in the United States and their development in relation to Social Welfare.

OBJECTIVES OF COURSE IN TERMS OF INFORMATION, ATTITUDES OR SKILLS TO BE ACHIEVED BY INTERNS:

1. To acquaint students with the fundamental economic security programs incorporated in the Social Security Act, and with a range of other governmental and private social securities of potential use to the children they teach.
2. To help students see that organized social welfare systems are a normal and fundamental component of all modern industrial societies and not merely residual programs for people who are in some way deviant.
3. To modify the negative attitude toward public welfare and the people who use welfare programs which are commonly held by people in our society until they have acquired the knowledge detailed in items one and two above.
4. To acquaint students with the profession of social work to the end that they may be able to work with social workers more fruitfully.
5. To encourage students to see the needs of the families of the children they teach as well as those of the children themselves.

UNIQUE RELEVANCE OF COURSE TO OPERATION FAIR CHANCE PROGRAM:

Teachers who work with "disadvantaged" children need to understand the effects of social, economic, and educational deprivation upon the children and their families. The educational task can be greatly facilitated by use of other agencies of society specifically charged to help families meet fundamental physical and economic need. Knowledge of these agencies and the profession that staff them are essential to the total task of helping disadvantaged children break out of the cycle

of poverty.

TEACHING STRATEGY:

Lecture and discussion were the primary methods used in the classroom. Each student completed two home visits and wrote a cursory social history based on each of those visits.

This information was compiled by the instructor to show the extent and seriousness of a whole range of economic, medical, social, educational problems which beset their families. Each student as a member of a small group participated in a study of one major social agency in the community. Information gathered in these studies was written and distributed to all class members.

BIBLIOGRAPHY AND MATERIALS:

Texts:

Wilensky, Harold and Lebeaux, Charles. Industrial Society and Social Welfare.

Ross, Murray G. Community Organization

Bisno, Herbert, The Philosophy of Social Work.

Friedlander, Walter. Introduction to Social Welfare.

Child Welfare League of America. Child Welfare (Monthly journal)

National Association of Social Workers. Encyclopedia of Social Work

National Association of Social Workers. Social Work (Monthly journal)

United States Children's Bureau. Children (Monthly journal)

Harrington, Michael. The Other America

Cohen, Nathan E. Social Work

Stein, Herman and Cloward, Richard. Social Perspectives on Behavior.



Northern California Council On Economic Education

FIELD OFFICE • SAN FRANCISCO STATE COLLEGE • SAN FRANCISCO, CALIFORNIA 94132

April 19, 1967

SPECIAL ANNOUNCEMENT

A three-week summer workshop in economics education will be offered at Fresno State College starting June 19, 1967, ending July 7, 1967. This workshop is specifically designed for teachers who are interested in learning more about the content of economics and in the methods of teaching economics courses or incorporating economic content into existing courses or units. Special attention will be given to the relationship of economics and the world of work. The workshop is scheduled from 1:00 - 4:00 p.m. daily and will include lectures, panel discussions, small group discussions, and visiting speakers from business, labor, and agriculture.

College Credit: Three units of credit may be earned by enrolling in Elementary Education No. 225S or Secondary Education No. 225S, "Workshop in Economic Education." The fee for these three units is \$60.00.

Scholarship: Nominal scholarships for forty teachers at \$30.00 each are available. Apply to: Dr. Lester J. Roth, 2297 East Shaw Avenue, Fresno, California 93726, before May 19, 1967.

Sponsors: The sponsors of this workshop are: Fresno State College School of Education, Operation Fair Chance, Northern California Council on Economic Education, Joint Council on Economic Education.

Workshop Staff: Professional economists and educators on the staff are:

Dr. Vernon A. Ouellette, Director

Director, Northern California Council on Economic Education, San Francisco State College. Acting Director, Center for Economics Education, San Jose State College.

Dr. James D. Calderwood

Professor of Business Administration and International Trade, University of Southern California. Regional Representative, Joint Council on Economic Education.

Dr. Karl Falk

Professor of Economics, Fresno State College. Chairman, Housing Authority of the City and County of Fresno.

Dr. Clair Nelsen

Professor of History and Economics, Fresno State College

Dr. Lester J. Roth

Director, Operation Fair Chance, Fresno Center.

Dr. Richard Sparks

Dean, School of Education, Fresno State College.

Daily Schedule: Each day will be broken up somewhat as follows:

1:00 - 2:00 p.m.

Economic content presentation

2:00 - 2:45 p.m.

Group discussions

2:45 - 3:00 p.m.

Break

3:00 - 4:00 p.m.

Questions and answers, discussions, panels

4:00 - 5:00 p.m.

Voluntary sessions (except for three days)

Consultation with staff, audio visuals, materials, and publications

4:00 - 5:00 p.m.

Three sessions required with visiting speakers from business, labor, and agriculture

Topics for Discussion: The following economic topics will be covered:

What Economics is All About

The American Economy in Action

Realities of a Mixed Economy

How We Raise Living Standards

The Poverty Problem in the United States

Depression and Inflation

Money, Banking, and Monetary Policy

Fiscal Policy

The World Economy

International Trade

Underdeveloped Countries

Other Economic Systems

OPERATION FAIR CHANGE

an experiment in teacher preparation

WORKSHOP NO. 5

Economics 102 - (2) units
Sociology III - (2) units
Advanced
Education 280 - (2) units

Reading Period: June 19-July 30, 1967
Classes: July 31-August 18, 1967
9:00 A.M. - 12 Noon
1:00 P.M. - 3:00 P.M. (daily)

Total: (6) units

Fee: \$120.00

POVERTY, ETHNICITY, AND EDUCATION

Operation Fair Chance at Fresno State College is pleased to announce the above-named workshop for teachers of culturally disadvantaged children and youth. Nominal scholarships of \$60.00 each are available on application for fifty teachers.

The workshop officially begins with the reading period on June 19, 1967, and teachers are expected to purchase the required reading packet and to complete the reading of these materials prior to the beginning of classes on July 31, 1967.

WORKSHOP STAFF

Dr. Bruce Wilkin
Workshop Coordinator

Assistant Director, Operation Fair Chance
Fresno Center

Dr. Martin Tarcher

Chief Consultant, Social and Health Sciences
Continuing Education Services
University of California Medical Center
San Francisco

Dr. Uvaldo H. Palomares

Assistant Professor of Psychology and Education
San Diego State College

Mr. Jess Walls

Director of Intergroup Education
Riverside (California) Unified School District

Dr. Sethard Fisher

Central District Supervisor
Office of Economic Opportunity
San Francisco

Dr. Lester J. Roth

Director, Operation Fair Chance
Fresno Center

APPLY TO

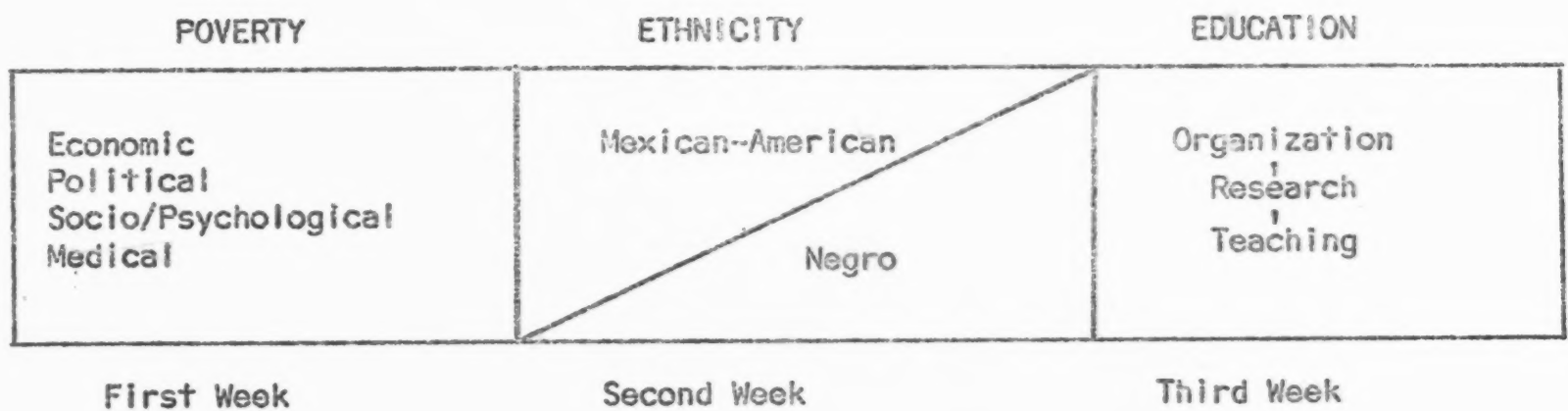
FRESNO CENTER

LESTER J. ROTH, DIRECTOR
2297 EAST SHAW AVENUE
FRESNO, CALIFORNIA 93726
PHONE: (209) 222-7761

OPERATION FAIR CHANCE

PROPOSED SUMMER WORKSHOP

JULY 31 - AUGUST 18, 1967



ED035710

OPERATION FAIR CHANCE

FRESNO CENTER

FRESNO STATE COLLEGE

QUARTERLY REPORT NO. 6 - PERIOD June 1, 1967 - September 1, 1967

TO

PAUL F. LAWRENCE

PROJECT DIRECTOR

BY

Larry J. Allen, Director
Fresno Center
Fresno, California

OPERATION FAIR CHANCE

FRESNO CENTER

QUARTERLY REPORT NO. 6

This report is concerned with activities of the Fresno Center from June 1, 1967 to September 1, 1967.

SUMMER PROGRAMS

During this period two three-week workshops were the principal focus of the Fresno Center, along with preparation for the pre-service program for 1967-68.

Economic Education Workshop (June 19 - July 7, 1967)

A major theme of the program at the Fresno Center has been its concern for the "World of Work" as a curricular vehicle uniquely suited to schools in pockets of poverty.

In Education For a Changing World of Work, Appendix III, "A Sociological Analysis of Vocational Education in the United States, OE-80026," Brockover and Nasow point out "Any analysis of vocational education would be inadequate without some consideration of the social-psychological aspects of the individual's relation to the World of Work." The societal condition which engulfs the culturally disadvantaged is poverty. While a host of social-psychological manifestations are the consequence of poverty, the phenomena are essentially economic. The absence of purchasing power establishes one's place at the bottom of the economic and, in America, the social ladder.

The literature on poverty makes it quite clear that simple economic facts of life are unknown by the poor. Children of the poor need these lessons and the schools ought to recognize this unique need.

By giving particular attention to economic education in the pre-service and in-service phases of Operation Fair Chance, the Fresno Center is calling attention to and demonstrating the feasibility of the use of this subject for the education of the culturally disadvantaged.

Economics and economic education are not the normal fare in the education of teachers. Teachers are, with few exceptions, not prepared to use economic education materials to advantage in their daily lessons. The workshop provided an opportunity to stimulate economic education in schools in the Fresno area. (See roster of participants Appendix A.)

Poverty-Ethnicity-Education Workshop (July 31 - August 18, 1967)

The conceptual scheme for this workshop was as follows: In the recognition of poverty in an age of plenty, the federal government has addressed itself to various ways that this condition could be altered. A principal focus of the massive federal aid to education has been on various forms of compensatory education. The schools are called upon to be the infantry in the war on poverty.

Traditionally, the common school and its teachers has not been concerned with building a new social order or tinkering with the existing order, nor has it taken cues for curriculum and methodology from a melioristic frame of reference.

The workshop attempted to tie together the meaning of contemporary poverty to education, the meaning of poverty and ethnicity to education, and, lastly, to examine ways that the present school structure can be utilized to improve the education of children

who come from poverty situations and are members of ethnic groups subjected to social and economic discrimination and its consequences.

Participants in the workshop were experienced teachers whose present assignments are in compensatory schools. A majority of the teachers were selected from schools outside urban Fresno as it was the intent of the staff to repeat the workshop next year for the city teachers.

Forty-nine teachers attended the workshop. (See Appendix B.) The workshop was listed by the districts as an in-service education project phase of their compensatory education programs under the Elementary and Secondary Education Act.

The first phase of the workshop was conducted by Dr. Martin Tarcher, Chief Consultant, Social and Health Services, University of California Medical Center, San Francisco. The teaching process was lecture-discussion and the curricular focus was on post-keynesian economic concepts, production and consumption by the poor, the role of government in social services, the age of huge corporate business, the waning of scarcity economic concepts, full employment, and the occupational outlook for the poor.

The second week focused on understanding the heritage of the Negro and the Mexican-American through lectures and discussion. The afternoons were devoted to small-group discussions on questions growing out of the lectures.

The third week was devoted to an examination of self-concepts of teachers, teaching styles, and the organization and operation of compensatory education programs.

Evaluation of Summer Workshops

Measured by the large number of unsolicited letters from participants, both workshops were quite successful.

A cursory evaluation was done by participants during the last session of the second workshop. Most of the material was primarily on a feeling level, and indicated almost unanimous strong approval of methods and results. This material was gathered and retained by Dr. Palomares and Mr. Well. Though it was reviewed by the coordinator of the workshop.

Ten days later, a more structured evaluation form (See Appendix C) was circulated to all participants, and evidenced essentially the same feelings and judgments as the original. Two people continued to express dissatisfaction and inability to accept what occurred during the sessions which involved 1. expressing feelings about minority group people; 2. confronting their feelings and changing perceptions. Impact of feelings and perceptions was evidenced in the classical correlates of voice pitch, physical configuration, vascular changes, etc.

Commitment to concrete action was evident in individual plans for individual situations during the coming school year.

Satisfaction was better than average (5 point scale) in the content area, and excellent (same scale) in the feeling-understanding area.

Concrete suggestions in specific curriculum areas rated average, partly held down because of lack of time for individual consultation.

One of the objectives of Operation Fair Chance at Fresno has been to stimulate the local educational community to an awareness of the need of the culturally disadvantaged through the use of workshops. Evaluation of both summer workshops and those sponsored previously (Occupational Needs of Culturally Disadvantaged Youth and Educational Problems of Spanish-Speaking Children) were quite successful.

EMPLOYMENT COMMITMENTS OF INTERNS COMPLETING PROGRAM IN JUNE OF 1967

As a measure of success of the Internship program, close contact has been maintained with interns who completed the program in June 1967 to determine their occupational commitments for the coming school year. The following is a list of interns and their job commitments:

Susan Marie Asbury	San Francisco Unified School District
Richard John Battistessa	San Juan Unified School District Sacramento, California
Christie Joyce Brown	Modesto Unified School District
Jeanne Adams Bruun	Clovis Unified School District
Augusta Gretna Campbell	Oxnard Elementary School District
Caroline Chin	Alameda Hospital
Jean Durrach	Fresno City Unified School District
Wendy Ann de la Luing	Inglewood Unified School District
Valerie Jo Emrick	Oakland City Unified School District
Judith Ellen Gettys	Fresno City Unified School District
Verna Grimm	Oakland City Unified School District
Betty Ann Gurtloff	Los Angeles City Schools
James Howard Jacobson	In School
Donald Lowe Jeung	Tulare City Elementary School
Elizabeth Gay Johnson	Philippines
Gordon Gerald Knox	In Service
Ronald David Lee	In School

Margaret Alayne Lockwood	Traveling/ Substituting Fresno City Unified School District
Gregg Paul Margossian	Alum Rock Union Elementary San Jose, California
Patricia Kay McNally	Redondo Beach City Elementary
Lee Wayne Matsch	Clovis Unified School District
Mary Kay Moore	VISTA Program
John Herbert Moore	VISTA Program
Satoko Nagatashi	Livermore Valley Joint Unified School District
Estelle Kieko Nakagawa	Hayward Unified School District
Joan Lynn Nilmeler	Substituting Fresno City Unified School District
Gloria Ann Ortego	Visalia Unified School District
Janice Kathryn Peterson	ABC Unified School District Artesia, California
Laurianne Quick	Livermore Valley Joint Unified School District
Martha Rees	Ocean View Elementary School District Huntington Beach, California
Alfred Frank Rossi	In School
Lorain Calvillo Schmidt	Housewife
Elizabeth H. Shahbazian	Fresno City Unified School District
Christina Louise Soeten	Placement Papers on file at the University of California, Santa Barbara
Lupe Ann Vargas	Housewife
Severo D. Vargas	Madala Unified School District

Kathleen Taeko Wakiji

Los Angeles City Unified School District

Barbara Jane Ybanez

Tracy Joint Union High School

Eunice Young

Fresno City Unified School District

Velma Young

Clovis Unified School District

PREPARATION FOR 1967-68 INTERN PROGRAM

During this period final preparations for the 1967-68 program were made. Interns (See Appendix D) were selected from a large number of applicants following interviews with all applicants. The new class consists of twenty-nine interns, all assigned to compensatory schools in the Fresno Unified School District. The Fresno Unified School District has incorporated Operation Fair Chance as a project under its approved compensatory education program and has allocated approximately \$57,000.00 for the employment of Operation Fair Chance interns. This is a unique use of ESEA funds. Apparently, it is the only school district-college arrangement of this sort in California or in the country.

PROGRAM OF STUDIES: PRE-SERVICE

(See Appendix E Class Schedule for 1967-68)

Based upon our first year's experience, several internal changes in the class schedule have been made. The three-quarter system of instruction has been replaced by a four-quarter system. The change facilitates administrative procedures to fit into the College semester system of operation. Each quarter will last for nine weeks. Students will alternate between morning and afternoon teaching assignments. It is also anticipated that students will teach at two grade levels during the year.

A number of administrative problems arose during 1966-67 which pointed to the need for careful selection of cooperating teachers and clearer definition of the team responsibilities of cooperating teachers and the staff of Operation Fair Chance.

Cooperating teachers for 1967-68 were selected by the appropriate supervisor in consultation with the building principals and the teachers. All cooperating teachers are volunteers and each building principal has expressed approval and understanding of the goals of Operation Fair Chance. This year's program will be closely coordinated with the Office of Compensatory Education of the Fresno City Unified School District.

STAFF FOR 1967-68

All staff members from the previous program have been re-employed for 1967-68. The ratio of interns to supervisors has been adjusted to provide for more frequent contacts with schools and interns. During this period Mrs. Ann Lief resigned and was replaced, until September 1, 1967, by Miss Sharlynn Mar.

FINANCIAL CRISIS

Late in August the Director of Operation Fair Chance of the Fresno Center was apprised of the sudden change in Washington which reversed previous commitments to fund the program through the coming school year. In good faith the College and the Fresno City Unified School District had proceeded with plans for 1967-68. Commitments had been made to interns, to College staff, and to the Office of Compensatory Education of the Fresno City Schools. The Fresno Center is obligated to meet its responsibilities and intends to complete the program in spite of the loss of financial support for the period January 31, 1968 to June 30, 1968.

Operation Fair Chance
ECONOMIC EDUCATION AND THE WORLD OF WORK

SUMMER - 1967

GROUP A

Boos, Betty

Clark, Dean

Conner, Dennis

Damir, Raymond

Ellis, Judith

Fink, Pauline

Hewlett, Dale

Quick, Edith

Stockton, Cleo

Smykal, Jean

Terrio, Walter

Thomas, Louise

GROUP B

Doyle, Aloha

Engstrom, Ken

Finley, Joel

Groeling, Crayton H.

Henshaw, Hazel

Hoyt, Helen

Jensen, Helen

Knudson, Ken

Lewis, Johnny

Petersen, Daniel

Prody, Mary Ann

Wilcox, Helene

ED035710

OPERATION FAIR CHANCE

FRESNO CENTER

FRESNO STATE COLLEGE

QUARTERLY REPORT NO. 7 - PERIOD September 1, 1967 - December 1, 1967

TO

ALBERT LEPORE

PROJECT DIRECTOR

BY

Lester J. Roth, Director
Fresno Center
Fresno, California

OPERATION FAIR CHANCE

FRESNO CENTER

QUARTERLY REPORT NO. 7

This report is concerned with activities of the Fresno Center from September 1, 1967 to December 20, 1967.

THE SECOND YEAR

In the formative stage of the design for the Fresno Center program it was agreed to use the concept of a self-correcting model for the second and third years, rather than adopt an entirely new approach, which would essentially discard what we had learned in the first year.

The first-year model was developed from a priori conceptions of what an effective program ought to look like. Its underlying hypothesis was not one which assumed that the enormous body of knowledge and experience which undergirds regular programs of teacher education would be irrelevant to our task. It was further hypothesized that in order for the program to take root and grow in the educational establishment it had to recognize the intricate sets of relationships that have developed over the years between colleges and the public school.

Every effort has been made in the second-year model to capitalize on the experience for the first-year operation. These experiences are recorded in detail in

Quarterly Report No. 5 and need not be repeated here.

Looking backward, three distinct functions of the Fresno Center seem to emerge. The main effort was in the Pre-Service Training Program; a second function was the In-Service Training of the Cooperating Teachers; and a third was an area-wide In-Service Program. These same functions have been continued in the second year with decreased attention to the area-wide program, due to a reduced operational budget. Instead of increasing the scope of the Fresno program for the second year, as outlined in the original grant and reflected in the proposed larger budget for the second year, the project has been reduced in scope to a minimal program, maintained through stringent budget control. At this date it is not clear what the scope of the program will be after January 21, 1968.

ADMINISTRATION

Except for the inordinate amount of time spent on budget considerations, the administrative process was greatly improved this semester because of structural changes in the program.

All interns are now employed by one school district and all are being supervised by cooperating teachers who were selected by the project staff and approved by district officials. The mismatches of interns and cooperating teachers which plagued the project the first year, have been largely eliminated through this process. The need to have procedures satisfactory to three districts at the same time, which always resulted in the goals of the project being altered, have been eliminated. Relationships with the Fresno City School District are ideal and red tape is almost nonexistent. Flexibility has been the characteristic of this year's program, which has been made possible by the support from the school district teachers and principals.

BUDGET

The budget situation has been a disaster. The reduction of support has squeezed the local operation into a mold which is not unlike that which already exists in standard programs in the college and which we already know is not really able to achieve the objectives of Operation Fair Chance.

The government's forty-five percent (45%) reduction of support for the second year should have resulted in a budget of \$141,000.00 for the Fresno Center; instead, by a process of pooling resources and a complete disregard for the normal methods of budget administration, the Fresno Center budget was cut to \$115,000.00. If these arbitrary cuts had not been made, the Fresno Center would have been able to carry over sufficient funds to complete its program for the school year ending in June 1968.

A financial statement (See Appendix A) was made on December 15, 1967, which detailed the status of the budget for the Fresno Center. The discrepancy between the balances for salaries and benefits reported by the Foundation and those reported by the local project director is due to the fact that the State of California is six months behind on billing the Foundation for salaries it has already paid. The actual balance is in the director's emergency budget statement.

PRE-SERVICE TRAINING PROGRAM

The present class of interns consists of 29 trainees, all graduate students (See Appendix B). Twenty-two trainees are assigned to self-contained classrooms in the Fresno City School District, while seven interns are assigned to classes in two junior high schools in the Fresno City School District.

The reduction of trainees from 41 to 29 was not a financial consideration but was the result of an analysis of the supervisor-intern ratio, which was considered to be

excessive in the first year. The present ratio is 10 to 1 for Elementary supervisors and 7 to 1 for Secondary supervisors. Preliminary discussions suggest that these present ratios are quite satisfactory and represent a ratio closer to optimum.

Several course placements were changed from the first model and several education courses were consolidated into a larger methods block (See Appendix C).

The first year schedule provided on-the-job training for interns during the first half of the semester, but no formal instruction in educational theory or methodology. Cooperating teachers almost unanimously agreed that this retarded the intern's readiness and progress toward productive teaching. This year educational theory and methodology were incorporated into the first half of the first semester, while the behavioral sciences, Psychology 200 and Communication 123, were held for the second half. Evidence to date suggests that the present plan is far superior to the original.

A priori, this suggests that an apprenticeship approach devoid of formal supportive instruction in theory and methodology not only retards the training process, but places a burden on the cooperating teacher that most are actually unwilling to bear.

Several other variations from the first year model are also planned. Frequent social meetings for interns are being held. They invariably end up as cathartic-instructional sessions and add an educational dimension which does not appear on paper. This phase ought to be expanded, but budget restrictions limit its exploitation. Supportive behavioral science courses are to have greater emphasis on problems and field study, as opposed to traditional lecture-discussion processes. This change is also a consequence of the experience of the first year applied as a self-correcting factor.

As of this date, all 29 interns who started the program are making satisfactory progress, and no dropouts are anticipated. Many interns will be shifted to other grade levels at the end of the first semester. This will permit preparation in more than one grade level in most cases.

IN-SERVICE FOR COOPERATING TEACHERS

In-Service education objectives for the 1966-67 school year were derived from the six program objectives for the total project; they were:

1. To enable the cooperating teachers to perform with optimum effectiveness in contributing to the preparation of teachers of the culturally disadvantaged.
2. To assist those same teachers in maximizing the effectiveness of team teaching for the half days that interns were present.

While reflecting the same general intent, the objectives for 1967-68 are considerably more focused and operational in nature. The avowed purposes of the current in-service program are to provide opportunity and stimulation for each cooperating teacher:

1. To enhance his ability to explain the act of teaching to an intern.
2. To develop capacity to work as a supervisor.
3. To contribute to internal evaluation of the total project.

For the purposes of in-service activities, the cooperating teachers were divided into two groups: Elementary and junior high school. The twenty-three elementary teachers are meeting together on a weekly schedule and constitute the group described in this section of the report. The junior high school teachers are working with the project supervisor on an individual basis.

The cooperating teachers for the current year differ from those of last year in a number of respects. In the first place, the group is about forty percent (40%) smaller and this characteristic has obvious advantages for conducting discussion and small group activities. Secondly, there appears to be considerably more homogeneity. All are employed by the same district, they are all products of accredited programs of teacher education--in contrast to having a large number come into teaching on substandard certificates--

and all exhibited an apparent willingness to work with interns for a one-year period. Without being able to ascertain degree of causal relationship, the fact is that the cooperating teachers, singly and as a group, are more acceptive of the intern arrangement, more confident in their project roles, and less prone to avoidance tactics in the in-service meetings and activities.

Procedures utilized in the in-service meetings have been lecture, discussion, and direct participation. Topics and activities have included the following:

1. Orientation to the project and respective roles,
2. Analysis of intern-produced inputs and outputs,
3. Concept of models, with examples of supervision,
decision making, teaching reading, action research.
4. Testable hypotheses
5. Analysis of selected teaching techniques (See Appendix E and F).

Each cooperating teacher is in the process of designing a study to be conducted during the spring semester series of in-service meetings. Each one is being encouraged to design an action research project, including careful testing of one or more hypotheses, but those whose preference and choice suggest a descriptive study instead will be assisted in their efforts without prejudice. The objective is to have each one plan an activity that (1) includes the intern as an essential component and (2) will produce some relevant data concerning an important aspect of Operation Fair Chance. Each is to have a written plan by February 1, 1968.

AREA-WIDE IN-SERVICE PROGRAM

The project supported a number of area-wide programs the first year to gain experience for an extensive and comprehensive program for the second year. Instead of expanding as planned, this phase has been virtually eliminated. Only one program, planned in cooperation with teachers' organizations, has been developed (See Appendix D). No financial support for this program has been made available by Operation Fair Chance .

In addition to the decrease in the area-wide In-Service program, summer school workshops, seminars for E.S.E.A. leadership personnel, a seminar on action research in compensatory education, and an extensive micro-teaching self-improvement program have had to be abandoned.

Consulting services, which would have supported field work projects for interns and cooperating teachers also have been eliminated by the budget slash.

EVALUATION

As part of the financial cutback, the School of Criminology, University of California at Berkeley, was absolved of its responsibility for evaluation of the second year of Operation Fair Chance . This left the project with no means for evaluation of the second year. Based upon the record of the University in evaluating the first year, this did not constitute any change. That no useful contribution was going to be made was evident very early in the first year. This feeling was shared by both the Hayward Center director and the Fresno Center director as well as the Deputy Director of Operation Fair Chance . The arrangement was peculiar and it didn't work. The concept of an external evaluation is supportable only if those charged with the responsibility are capable of understanding the objectives of the project and the realities of teacher training. The only hard data gathered during the first year in the whole project was that done by the staff of the

Fresno Center. These data were reported in Quarterly Report No. 5. If the University of California graduate students had been under the direction of the Fresno Center far more data would have been gathered, with no additional cost to the project.

Outside Evaluation By its nature, the University of California report, received this fall, was not of significant help in the planning or operation of the second year's program. Much of it was descriptive* and no hard data was expressed in forms that either retained or rejected any stated hypotheses at any given level. Notably omitted were reports of:

1. Use of Video tape interviews of minority people
"on the job."
2. "World of Work" units done by interns and cooperating teacher,
with class operated as a simulated business venture,
resulting in some significant changes in student attitudes
on a Work Attitude Scale.

It should be recorded here that the two graduate students from the University of California, quite aside from any design, were probably more helpful to Operation Fair Chance than the formal report. Their contribution was worth more in dollars than the relatively small cost of their travel and salary, and more relevant to us than the final report.

In order to provide a means whereby an evaluation of the Center's program could be obtained, the project director at Fresno submitted a proposal for a Small Project Research (No. 8-I-057) to the Bureau of Research, United States Office of Education, U. S. Department of Health, Education, and Welfare. If this proposal is funded, a satisfactory evaluation of the Fresno project will be forthcoming.

*Page 11, "The examples of Operation Fair Chance experimentation and innovations are too numerous to include in this report."

Inside Evaluation Growth of interns in the areas of understanding and rapport with deprived children, techniques and skills of teaching, and interpersonal relations are some of the major expectations of the project. Curtailment of the budget and the pressure of additional duties have restricted the gathering of hard data this year. Instruments used this year are the Minnesota Teacher Attitude Inventory, and Intern-Teacher Agreement on Status and Values. More emphasis is being placed upon feedback of cooperating teacher, intern, and teacher-coordinator. More careful choice of cooperating teachers has been beneficial to the intern-teacher team, as corroborated by the Agreement of Values Scale, which is significantly higher ($P: < .01$) this year. The MTAI has not yet been scored for comparison with last year's group.

One of the important indexes of intern commitment is the unsolicited behavior on behalf of students. Only some of these "above and beyond" activities become known to the Operation Fair Chance staff, usually because they are done completely on the initiative of interns. Some examples follow:

An intern who teaches Science at Irwin Junior High School (predominantly Negro) is conducting, with his students, an ecological and seasonal study of Yosemite Valley. Each week (Saturday) he takes four or five students to the Valley, and they bring back information. When all the class has made the trip, information will be pooled and discussed. This is already paying dividends in rapport, knowledge, and interest.

An intern at Sequoia Junior High School (predominantly Mexican-American) takes students to College athletic events, "scrounging" as many free tickets as he can from the Athletic Director.

Students in the primary field have initiated home visits, a process which has done much to increase their knowledge and understanding of minority cultures. Better relations between parents and school have come about, and regular teachers in the school have increased their contacts with parents.

-11-

December 15, 1967

Dr. Albert Lepore, Director
 Operation Fair Chance
 California State College at Hayward
 Hayward, California

Dear Dr. Lepore:

RE: Budget for Fresno Center of Operation Fair Chance
 February 1, 1968 - June 30, 1968

The following figures represent a breakdown of the financial needs of Operation Fair Chance at Fresno in order to function at our present level until June 30, 1968.

FUNDS NEEDED:

Direct Costs:

1. Salaries and Benefits.	\$27,483.00*
2. Other.	\$ 5,450.00**
	<u>\$32,933.00</u>

Indirect Costs: (7%)	\$ 2,305.00
Total budget for 2/1/68 - 6/30/68.	<u>\$35,238.00</u>

* Director (Roth). \$9,524.00
 Coordinators (Simpson and Chun) \$11,116.00
 Support Staff (Andreen and Mills) \$6,843.00
 Coordinator (Wilkin) -0-

**Facilities. \$2,200.
 Communications \$ 700.00
 Equipment. -0-
 Office Supplies \$ 200.00
 Instructional Materials. \$ 600.00
 Services (Duplicating and
 Printing). \$ 150.00
 Travel. \$ 850.00
 Consultant Services. \$ 750.00

Dr. Albert Lepore
Page two

December 15, 1967

ANTICIPATED BALANCES - 1/31/68:

1. Salaries and Benefits	\$13,683.00
2. Other	\$ 900.00
Total	<u>\$14,583.00</u>

RECAP:

Total funds needed to operate February 1, 1968-June 30, 1968 \$35,238.00

Total anticipated balance on hand, January 31, 1968. \$14,583.00

ADDITIONAL FUNDS NEEDED \$20,655.00

The foregoing figures represent the substance of our financial situation. They are essentially the same as reported to Paul Lawrence, and formed the basis for his request for \$20,000.00 in additional support for the Fresno Center of Operation Fair Chance from the U. S. Office of Education. The figures represent a "survival" budget and in no way represent the level of support required to do the job outlined for this center in the project prospectus. We have, of course, long since abandoned our initial plans for this year and have maintained a bare bones operation since last June, when it became clear that we would not be able to continue after January 31, 1968 without additional support.

You will find in your files a letter from Emil Towes to me in which he assured me that he would transfer the required funds in order to keep us going, when I was able to be exact about our needs. I told him I wouldn't have that figure before November 1, 1967 at the earliest. This correspondence was in response to my protest that he had reduced our budget arbitrarily from \$141,000.00 to \$125,000.00. At that time I didn't know that this pen was busy chopping out an additional \$10,000.00, bringing our total down to \$115,000.00.

As I indicated to you at the meeting in your office, we have operated on a budget level arbitrarily determined by Lawrence and Toews. They made it quite clear that they would split up the second-year support money (\$239,000.00) as they saw fit -- and that they didn't need or want my advice.

Dr. Albert Lepore
Page three

December 15, 1967

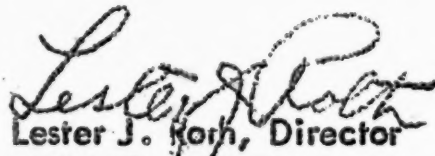
I do not know the extent of the funds to be transferred from Sacramento and Berkeley, but I expect that they will be sufficient to bail us out until the U. S. Office of Education can come through with the \$40,000.00 additional support for the project.

Last week we had a meeting about Operation Fair Chance with Congressman Sisk, President Ness, Vice President Tuller, and others. Congressman Sisk indicated he wanted a detailed set of particulars so that he could assist us in securing the promised support (\$40,000.00) from the U. S. O. E. If I can maintain my composure, I will give the Congressman the story of the rape of the Fresno project.

In terms of cash flow, we can last through January 31, 1968 without a transfusion. After that date we will need new money.

I have requested a transfer of \$100.00 from Category VIII to VII in order to pay our rent.

Sincerely,


Lester J. Korn, Director
FRESNO CENTER
Operation Fair Chance

LJR:ma

<u>NAME OF INTERN</u>	<u>SCHOOL WHERE A. B. WAS EARNED</u> <u>MAJOR</u>	<u>SCHOOL ASSIGNED FOR OFC</u> <u>GRADE</u>
1. Mrs. Anahid Astvasadoorian	Fresno State College Psychology	Columbia Fifth
2. Miss Lynda Azevedo	Sacramento State College Health	Winchell Second
3. Mr. Wayne Beiderwell	Fresno State College Art	Tellman Sixth
4. Miss Margaret Bye	Fresno State College Speech	Winchell First
5. Miss Sherry Campbell	University of Santa Clara Sociology	Kirk Third
6. Miss Carole Coffman	San Jose State College Sociology	Winchell First
7. Miss Linda Coombes	University of California (Berkeley) Sociology	Columbia First
8. Miss Kathleen Dunlap	University of California (Davis) Psychology	Tellman Third
9. Miss Judith Ellis	University of California (Santa Barbara) History	Winchell Third
10. Miss Holly Freese	Fresno State College Home Economics	Lowell Sixth
11. Miss Jill Gerhart	University of Santa Clara Social Science - Sociology	Columbia Second
12. Mrs. Linda Gregoriev	Fresno State College Social Science	Sequoia Junior High Seventh, Eighth and Ninth
13. Mr. Michael Harper	University of California (Berkeley) Biological Science	Irwin Junior High Seventh, Eighth and Ninth
14. Miss Susan Katica	University of Santa Clara Humanities - English	Kirk Second

<u>NAME OF INTERN</u>	<u>SCHOOL WHERE A.B. WAS EARNED</u> <u>MAJOR</u>	<u>SCHOOL ASSIGNED FOR OFC</u> <u>GRADE</u>
15. Mrs. Jane Knee	Fresno State College History	Irwin Junior High Seventh, Eighth and Ninth
16. Mrs. Phyllis Mann	University of Wisconsin Occupational Therapy	Winchell Third
17. Miss Phyllis Mehrten	Fresno State College Speech	Lowell Fifth
18. Miss Judith Miller	University of California (Davis) Biological Science	Irwin Junior High Seventh, Eighth and Ninth
19. Miss Catherine Moffett	University of California (Santa Barbara) Anthropology	Kirk First
20. Miss Carolyn Nelson	University of California (Santa Barbara) Spanish	Jefferson Fifth
21. Miss Marilyn Papagni	University of Santa Clara Biological Science	Sequoia Junior High Seventh, Eighth and Ninth
22. Mr. Alexander Rodriguez	University of California (Santa Barbara) History	Sequoia Junior High Seventh, Eighth and Ninth
23. Miss Joann Selkirk	Fresno State College Speech	Columbia Third
24. Miss Marleen Shecter	University of California (Santa Barbara) Sociology	Jefferson Sixth
25. Miss Jeannette Tipon	University of California (Davis) Spanish	Irwin Junior High Seventh, Eighth and Ninth
26. Miss Kathleen Tyson	Fresno State College Social Science - Sociology	Columbia Fourth
27. Miss Cathy Vas Dias	Fresno State College Social Science - Sociology	Winchell Third
28. Mr. Douglas Wichman	Fresno State College Art	Columbia Sixth
29. Mr. Timothy Williams	University of California (Davis) History	Jefferson Sixth

OPERATION FAIR CHANCE

1967-68 Curriculum

FALL SEMESTER

FIRST NINE WEEKS - AFTERNOON SESSION

<u>Sched.</u>	<u>Sub.</u>	<u>No.</u>	<u>Units</u>	<u>Hours</u>	<u>Days</u>	<u>Bldg.</u>	<u>Room</u>
9904	E Ed	107 A (Primary)	(2)	1:10-2:00	MWF&Arranged	EdP	253
9907	E Ed	107 A (Intermediate)	(2)	1:10-2:00	MWF&Arranged	EdP	247
9901	E Ed	105	(3)	2:10-4:00	MWF	EdP	247
9910	E Ed	167 (Primary)	(3)	Arranged-A.M.			
9913	E Ed	167 (Intermediate)	(3)	Arranged-A.M.			
9916	S Ed	167 (Junior High)	(3)	Arranged- A.M.			

SECOND NINE WEEKS-MORNING SESSION

9919	Psych	200 (Primary)	(2)	8:10-9:00	MWF&Arranged	EdP	247
9922	Psych	200 (Intermediate)	(2)	9:10-10:00	MWF&Arranged	EdP	247
9925	Speech	121 (Primary)	(2)	9:10-10:00	TTH&Arranged	EdP	247
9928	Speech	121 (Intermediate)	(2)	10:10-11:00	TTH&Arranged	EdP	247
9904	E Ed	107A (Primary)	(1)	10:10-11:00	MWF&Arranged	1A	101
9907	E Ed	107A (Intermediate)	(1)	10:10-11:00	MWF&Arranged	EdP	247
9910	E Ed	167 (Primary)	(3)	Arranged-P.M.			
9913	E Ed	167 (Intermediate)	(3)	Arranged-P.M.			
9916	S Ed	167 (Junior High)	(3)	Arranged-P.M.			

SPRING SEMESTERFIRST NINE WEEKS - AFTERNOON SESSION

<u>Sub.</u>	<u>No.</u>	<u>Units</u>	<u>Hours</u>	<u>Day</u>
Soc Wel	127	(2)	1:10-2:00	MWF & Arranged
Soc	111	(2)	2:10-3:00	MWF & Arranged
E Ed	107B (Primary)	(2)	3:10-4:00	MWF & Arranged
E Ed	107B (Intermediate)	(2)	3:10-4:00	MWF & Arranged
E Ed	167 (Primary)	(3)	Arranged - A.M.	
E Ed	167 (Intermediate)	(3)	Arranged - A.M.	
S Ed	167 (Junior High)	(3)	Arranged - A.M.	

SECOND NINE WEEKS - MORNING SESSION

H Ed	123	(2)	8:10-9:00	MWF & Arranged
E Ed	100	(3)	9:10-11:00	MW & Arranged
E Ed	107B (Primary)	(2)	9:10-11:00	F & Arranged
E Ed	107B (Intermediate)	(2)	9:10-11:00	F & Arranged
E Ed	167 (Primary)	(3)	Arranged - P.M.	
E Ed	167 (Intermediate)	(3)	Arranged - P.M.	
S Ed	167 (Junior High)	(3)	Arranged - P.M.	

Appendix D

Spanish-Speaking Child

in the Schools of Central California

One unit of college credit offered:

EDUCATION 353

PRE-REGISTRATION REQUIRED

Return attached registration slip to:

OPERATION FAIR CHANCE
2297 East Shaw Avenue
Fresno, California 93726

Extension fee: \$16.50

(Check should be made payable to Fresno State College)

Registration and Luncheon fee: \$6.00 (includes both sessions)

(Check should be made payable to Operation Fair Chance)

Both remittances may be sent to OPERATION FAIR CHANCE with registration slip .

REGISTRATION FORM

Return to:

Operation Fair Chance
2297 East Shaw Avenue
Fresno, California 93726

"THE SPANISH-SPEAKING CHILD
in the Schools of Central California"

Name _____ Telephone _____

Address _____ City _____

Education 353 (1) Unit Yes _____ No _____ (Make Check payable to Fresno State College for \$16.50 for credit)

(Make check payable to Operation Fair Chance (\$6.00) for registration and luncheons)

Return to Operation Fair Chance, 2297 East Shaw Avenue, Fresno, California, no later than January 1, 1968.

Note: Additional copies of this registration form have been mailed to your Chapter President. Copies may also be secured from CTA-Central Section, 5330 N. Fresno St., Fresno 93726.

Co-Sponsored by the
NEA Relations Committee of
the Central Section of the
California Teachers Association
and
Fresno State College
in cooperation with
"Operation Fair Chance"

WORKSHOP:
"ENGLISH AS A SECOND LANGUAGE"

2-DAY SEMINAR

Saturday, January 6, 1968 and
Saturday, January 20, 1968

Both sessions at:

The Fresno Hacienda
Clinton Ave. at Hwy. 99



PROGRAM
"THE SPANISH SPEAKING CHILD in the Schools of Central California" - Fresno
Hacienda, Clinton Avenue at Highway 99, Fresno, California
JANUARY 6, 1968

- 8:30 - 9:00 Registration
- 9:00 Introductory Remarks
 Dr. Lester J. Roth
 Director, Operation Fair Chance
 Instructor of Record, Fresno State College
- 9:15 Keynote Address
 Dr. Ruth Howard
 Chairman, Department of Foreign Language
 Lowell High School, San Francisco
 Member, State Curriculum Commission
 Chairman, Committee to Develop Criteria for Textbooks
 for the Teaching of English as a Second Language
- 10:00 COFFEE
- 10:30 "Contrastive Linguistics and the Teaching of English
 as a Second Language"
 Dr. Frederick H. Brengelman
 Chairman, Department of Linguistics
 Fresno State College
- Reactors: Mrs. Helen Randolph Forbes
 Mr. Eddie Hanson, Jr.
- 12:00 LUNCH
- 1:00 "Modern Methods in English as a Second Language"
 Dr. Milton Wohl
 Assistant Professor, Department of Linguistics
 Fresno State College
- Reactors: Mr. Eddie Hanson, Jr.
 Mrs. Helen Randolph Forbes
- 3:00 "Federal Program on English as a Second Language"
 Mr. Monroe Sweetland
 National Education Association

PROGRAM

JANUARY 20, 1968

Moderator: Mr. Armando Ayala
Bakersfield City Schools

9:00 "Developments at the State Level"
Mr. Eddie Hanson, Jr.
Specialist, English as a Second Language
California State Department of Education

10:00 COFFEE

10:15 "Head Start and Pre-School Programs"
Mrs. Phyllis Sheets
Director, Special Services
Arvin Unified School District

"Materials for Instruction:
Mr. Mike Navarette
Teague School District

11:15 "The Project"
Dr. William Stockard
Assistant Superintendent
Merced County Schools

Mr. Richard Bacca
Director, Regional Demonstration Project-Migrant Education
Merced

12:00 LUNCH

1:00 - 3:30 "Kern County Programs"
Dr. Arthur Parrott
Foreign Language Consultant
Kern County Schools

"Tulare County Programs"
Mrs. Eva Henning
Coordinator, Language Arts
Tulare County Schools

"Fresno County Programs"
Mr. Ruben Barrios
Coordinator, English as a Second Language
Fresno County Schools

3:30 Summary - Dr. Lester J. Roth

FRESNO STATE COLLEGE

Operation Fair Chance

TEACHING TECHNIQUE POLL

The following questionnaire is a rating scale of familiarity with selected teaching and research techniques. In the spaces provided at the right, put the highest number that applies in each case. You are encouraged to add techniques you consider educationally effective and to rate them on the same scale.

- | | | |
|------------|------------------------------|--------------------------------|
| <u>Key</u> | 0 - Have never heard of it | 3 - Could do or use it |
| | 1 - Have heard/read about it | 4 - Have had instruction in it |
| | 2 - Have observed it | 5 - Have done or used it |

Techniques

- | | |
|--|-------|
| A. action research (testing ideas in the classroom) | _____ |
| B. brainstorming (withholding of judgment until later) | _____ |
| C. case study (of a single person, situation or institution) | _____ |
| D. experimental design (plan for a controlled experiment) | _____ |
| E. group process (attention to roles and interaction) | _____ |
| F. inquiry training (questioning re discrepant events) | _____ |
| G. item analysis (of objective-type test questions) | _____ |
| H. programmed instruction (textbooks or machines) | _____ |
| I. sociometry (analysis of pupil status & acceptance) | _____ |
| J. taxonomy of questioning (levels of mental processes) | _____ |
| K. verbal interaction analysis (of classroom talk) | _____ |
| L. _____ | _____ |
| M. _____ | _____ |

FRESNO STATE COLLEGE

Operation Fair Chance

SUMMARY AND ANALYSIS OF "TEACHING TECHNIQUE POLL"

Technique	Frequency of Item Ratings						Average Rating
	0	1	2	3	4	5	
case study	0	2	0	3	1	19	4.40
sociometry	1	2	2	4	3	13	3.80
verbal interaction analysis	0	5	1	4	1	13	3.52
item analysis	6	1	1	1	3	13	3.32
programed instruction	0	6	4	1	4	10	3.32
action research	1	8	1	1	2	12	3.24
group process	2	7	2	1	2	11	3.08
inquiry training	1	8	4	2	2	8	2.80
brainstorming	8	4	2	3	0	8	2.28
taxonomy of questioning	12	5	0	3	0	5	1.56
experimental design	6	12	2	2	2	1	1.40

Frequency of Individual Scores

X	f	X	f	X	f
48-50	1	33-35	3	21-23	1
45-47	1	30-32	1	18-20	1
42-44	2	27-29	1	15-17	0
39-41	8	24-26	2	12-14	3
36-38	0				

ED035710

OPERATION FAIR CHANCE

FRESNO CENTER

25

FRESNO STATE COLLEGE

QUARTERLY REPORT OF THE PROJECT - PERIOD December 1, 1947 - December 31, 1951

TO

ALBERT LEFORE

PROJECT DIRECTOR

BY

Lester J. Roth, Director
Fresno Center
Fresno, California

OPERATION FAIR CHANCE

FRESNO CENTER

QUARTERLY REPORT NO. 8

This report is concerned with activities at the Fresno Center of Operation Fair Chance from December 1, 1967 to April 15, 1968.

ADMINISTRATION

The project has continued to be plagued with budget uncertainties for the current year's program. At this date the program is operating with funds advanced by the Hayward Auxiliary Enterprises.

Several meetings involving college officials at both Hayward and Fresno have resulted in various budgets being submitted to Washington for approval of allocation of current funds available and for projected needs for the third year of the project.

A proposal was developed in support of a third-year program and was forwarded to Washington by Dr. Albert Lepore, Director of the Operation Fair Chance project.

STAFF

The Fresno Center has maintained its staff without change for both years of the project's existence. This fact has tended to stabilize the project and to avoid deviations from its original objectives. It has provided a small group of faculty members with intensive exposure to the team concept and has demonstrated, with rather low levels of friction, the complexity of teacher training and the attendant problems which arise when departures from conventional forms are experienced.

Staff meetings have been held on an ad hoc basis, since each member exercised individual initiative in working with students, cooperating teachers, and fellow Operation Fair Chance staff members. Several advisory staff meetings have been held where the principal discussions have revolved about budget problems of the present year and deliberations about next year's program. An unresolved problem is the evaluative function, which is a dominant concern, but funds have not been available as of this date to develop a comprehensive program.

INTERNS

All twenty-nine interns who started with the program in September of 1967 are still enrolled and are expected to complete the course of study successfully and be granted credentials. Coupled with the forty out of forty-two enrolled in last year's group, the holding power of the program is remarkable.

All interns are being interviewed at this time for job placement. They are being eagerly sought after by many school districts who have found out about the program. The Placement Director at Fresno State College reports that Operation Fair Chance interns can pick their positions, as each one has received immediate offers of employment. School district employment officials have made special visits to the project because of their interest.

Interns will become counselors in the Laboratory for Learning program of the Fresno City Unified School District, spending one week at a camp in San Luis Obispo, California with sixth-grade classes in the compensatory education program concerned with science education and outdoor education. This is an opportunity for interns to have twenty-four hour, live-in experiences with disadvantaged children. The week-long sessions will begin April 21, 1968 and extend through May 27, 1968.

Interns will have a field experience at Dolano, California, where an ungraded school, with primarily Mexican-American children, will be observed.

Also for the interns, a demonstration of instructional methods in mathematics to develop self-concepts will be conducted by Dr. William Johnitz of Berkeley, California.

Meetings for "group think" purposes and general exchange of information among staff and interns have been held during this quarter. Despite the fact that the meetings frequently degenerated into complaint sessions, a good deal of learning was experienced. Skills are being developed for interns to participate in the group process where the need for focus and concentration on the goal is necessary. A good deal of discussion has been concerned with "communication" and "understanding objectives" in these group sessions. It is becoming clear that human relationships and complex social organization and how individuals work within the bureaucracy are the significant questions.

Many observers of this program at Fresno State College have remarked about its structural resemblance to the Teacher Corps. It should be noted that Operation Fair Chance was developed before the Teacher Corps and, for a fraction of the cost, has been markedly more successful.

The April issue of the Phi Delta Kappan, page 434, contains the following reference to problems which have plagued the Teacher Corps that are not unlike those faced by this project.

Dissatisfactions with the National Teacher Corps may reflect the frictions and unhappiness almost inescapable if change is to be effected. An example is this report of the reactions of NTC interns to their experience. It is excerpted from the January, 1968, issue of the Administrator's Notebook, published by the Midwest Administration Center at the University of Chicago.

Coming from a variety of family backgrounds, from villages, small towns, and megalopolis all over the nation, from colleges and universities as diverse as Harvard, Berkeley, and Mississippi

Vocational College, the interns were most representative of the reformist goals of the NTC. Interns' responses to the questionnaire indicated that most perceived the NTC and their role in it as the vehicle for changing the school as an institution. Interns viewed changes in methodology, curriculum, and teaching attitudes as basic to improvement of educational programs for children from low-income families. Although they considered tutoring and counseling activities important, they considered team teaching, new teaching ideas, and the introduction of new teaching materials, important.

Denied the opportunity to engage in innovative and experimental programs, isolated from regular staff and from each other, a significant number of the interns became disillusioned and disenchanted with the NTC. Forty-two percent resigned within the first year; reports which were published indicate significant attrition among interns throughout the country. During interviews conducted in April, 1967, interns attributed their dissatisfaction to restrictions placed on their activities, to isolation from regular staff and from each other, and to the lack of opportunity to teach regular classes of pupils. Even among those who planned to remain in the program for a second year, there was considerable criticism of the rigidity in existing educational programs.

The reference to "rigidity" of the system is a standard observation of teacher trainees. Complaints about a nonexperimental attitude are also common. While we have had these same difficulties, we have not taken two years to train a teacher and we have not lost our candidates. The point of this statement to the United States Office of Education is that our model is proving to be remarkably effective despite the plague of financial uncertainty. Officials of the Teacher Corps would do well to adopt the Operation Fair Chance model, at least in California.

IN-SERVICE EDUCATION

A goal of the in-service program has been to develop, as an end product, case studies of the process by which a one-teacher, self-contained classroom becomes altered by the presence of an intern who, unlike a Teacher Aide, can become the second teacher. It is expected that these reports will be a significant contribution to the field of teacher education in this state. If

these reports are of publishable quality, they will appear as training models in a bulletin of the California Teachers Association.

In-service sessions held since December are as follows:

<u>NAME</u>	<u>TOPIC</u>
Dr. William C. Beatty, Jr. Professor of Anthropology Fresno State College	Stereotype of Minorities: The Danger of Generalization
Mr. William Dutton Department of Social Work Fresno State College (Formerly Executive Director of California Center for Community Development)	Organizing the Poor
Dr. Harrison Madden Professor of Psychology Fresno State College	Methods in Understanding the Self
Dr. Howard Campbell Professor of Speech Fresno State College	Communication: Problems of the Disadvantaged
Mr. John Shive Consultant in Science Fresno City Unified School District	Science Education in Elementary Schools
Miss Carla Taylor	Use of Modern Dance with Culturally Disadvantaged Children
Mr. Jack Dow EDICT	READ Program

As an integral part of the in-service program a released time program has been in operation. Interns have been in charge of the classrooms while co-operating teachers have had released time.

The teachers have used these released time opportunities in different ways. Several visited other schools in the system for a three-day period, observing instructional techniques in reading. Several observed phonics approaches, while others spent the time becoming familiar with the Roberts Reader Series, a linguistics approach to reading instruction. Other teachers visited instructional

media centers and gathered resource materials for their classes. Some tried out a different grade level in their own schools, while others used the time for home visits with parents. Another group familiarized itself with the Sullivan Programmed Reading Method, while some teachers used the time for small group study trips.

SUMMER PROGRAM - 1968

A summer workshop for thirty-six in-service teachers will be held at the Lincoln School in Fresno from June 17 to July 26, 1968. (See brochure attached.) The thrust of the workshop is to concentrate on "Non-Three R Concerns" in which art, music, and drama experiences will be emphasized.

PLANNING FOR 1968-69

In addition to the development of several budget proposals, a recruitment program has now produced over one hundred and fifty applicants for internships for next year. Budget "C" proposed a group of forty-eight interns for next year. If no additional funds are authorized, a reassessment will be necessary, but an abbreviated program of some sort will be maintained, supported principally by college funds. Commitments have been secured from Fresno City Unified School District officials for a continuation of stipends for next year's interns.

EVALUATION

A limited evaluation of this year's program and a followup of last year's interns is in progress. It is under the direction of Dr. Harrison Madden of the Operation Fair Chance advisory group. The scope of the inquiry was detailed in the last Quarterly Report.

FRESNO STATE COLLEGE
Fresno, California 93726

A SUMMER WORKSHOP

In Cooperation with
the Fresno City Schools

June 17 - July 26, 1968

Courses:

Elementary Education 280, Current Literature and Research on the Education of Culturally Disadvantaged Children and Youth. (3 units).

Elementary Education 280, Teaching Technique in Compensatory Education, (3 units).

Hours:

8:30 A.M. to 12 Noon (or arranged)

Tuition:

\$132 for tuition and fees.
Texts and materials supplied by
Operation Fair Chance.

Registration:

Students will register on Monday, June 17, in the Men's Gymnasium at Fresno State College (unless notified differently) by following the registration procedure as set forth in the Fresno State College Summer Bulletin, 1968.

Operation Fair Chance

This workshop is sponsored by Operation Fair Chance, a federally funded project concerned with training pre-service and in-service teachers to work effectively with culturally disadvantaged children.

Operation Fair Chance has sponsored seven (7) workshops in the Fresno area for in-service teachers since 1966. Operation Fair Chance workshops are designed to provide models for colleges and school districts to improve their in-service education programs.

Purposes:

1. To provide opportunities for in-service teachers to try out innovative teaching practices in a compensatory school setting.
2. To become familiar with current research and literature on teaching/learning as it relates to teaching minority group children.
3. To provide opportunities to develop teaching materials.
4. To focus on art, music and drama as a means for developing the self-image of culturally disadvantaged children.
5. To try out team teaching and small group instructional practices.

Workshop Program:

1. Daily observation/participation in an arranged classroom, grades 1-6.
2. Daily lecture/discussion session in research and literature on the culturally disadvantaged.
3. Weekly demonstrations of art, music and drama methods and materials.
4. Consultant services in art, music and drama.

Staff:

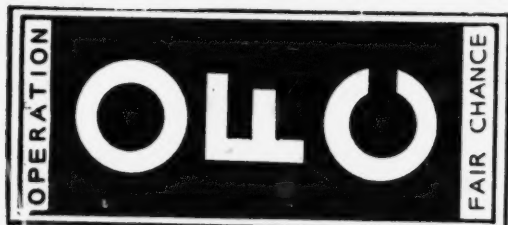
Dr. Lester J. Roth
Professor of Social Science and Education
Director, Operation Fair Chance

Mrs. Elizabeth P. Simpson
Assistant Professor of Education
Supervisor, Operation Fair Chance

Workshop Coordinator-Principal
Mr. Pumphrey McBride
Principal, Columbia School

Demonstration Teachers:

<u>Grade</u>	
1	Mary Conner
2	Nellie Mosley
3	Diane Buckalew
4	Suzanne Pagni
5	James Newton
6	Jack Delk
<u>Location:</u>	
Lincoln Elementary School 651 B Street Fresno, California 93706	



SUMMER
WORKSHOP

for
Teachers of
Culturally
Disadvantaged
Children

JUNE 17 - JULY 26, 1968



OPERATION FAIR CHANCE
In Cooperation with
FRESNO CITY SCHOOLS

REQUEST FOR APPLICATION

Name: _____

Address: _____

City: _____ State _____ Zip Code _____

Application forms will be processed on receipt and places will be reserved as far as facilities permit.

MAIL TO:

Dr. Lester J. Roth
2297 East Shaw Avenue
Fresno, California 93726

ED035710

OPERATION AND EVALUATION

FRESNO CENTER

FRESNO STATE COLLEGE

QUARTERLY REPORT NO. 9 - PERIOD April 15, 1968 - September 30, 1968

TO

ALBERT LEPORE

PROJECT DIRECTOR

BY

Lester J. Roth, Director
Fresno Center
Fresno, California

OPERATION FAIR CHANCE

FRESNO CENTER

QUARTERLY REPORT NO. 9

This report is concerned with activities of the Fresno Center from April 15, 1968, to September 30, 1968. The report contains a review and analysis of the second year program, summer activities of the center, and the development, organization and administration of the third year of the project at Fresno State College

INTERN PROGRAM 1967-68

The class consisted of 29 candidates, all graduates of California institutions selected by the staff from over 100 applicants. As predicted in previous reports, all 29 interns completed the program and were recommended for credentials.

All the interns who sought positions were able to be placed. (See Appendix A.) Most are teaching in schools considered to be heavily committed in compensatory education. In addition to the remarkable holding power of the program, the self-placement of interns in compensatory schools agrees well with the model developed at this center.

EVALUATION

When it became clear in the Fall of 1967 that funds would not be available for a large scale evaluation, an attempt was made to secure funding for an evaluation through a Small Research Grant from the United States Office of Education. The proposal survived initial screening, was approved by reviewers, but was vetoed by the Regional Director on the grounds that money was available in the extended grant for this purpose.

Funds were not available. An abbreviated evaluation was conducted by center personnel with funds transferred from the consultant service budget. Evaluation strategy consisted of a probe of intern's attitudes about the program and certain personal perceptual variables.

The evaluation was supervised by a member of the local Psychology Department Fresno State College, and the preliminary report is included here.

An extensive follow-up study is anticipated to assess the success, on the job, of the first year's group and of those interns who completed the program in June, 1968.

INTERNS' ATTITUDES

The evaluation was limited largely to data gathered from the interns themselves. It was designed to examine the interns' attitudes: (1) toward themselves, (2) toward the children with whom they were working, and (3) toward the Operation Head Start program itself.

As a group the interns' attitude toward the program was clearly a positive one. When asked to rate the total program on a 100 point scale, the interns responded with a median of 70. The range of scores was quite large, from 20 to 95. But except for two very low scores (0 and 5) the ratings were positive (above 50) producing a mean of 69.7.

The interns felt that the Operation Fair Chance program was successful in accomplishing its purpose. They were asked to indicate how effective the program was in preparing them to be teachers in the public school system. Each intern was asked to rate the effect on the intern group as a whole and on him as an individual. These latter scores were averaged, thus providing two measures of effectiveness. On an eight point scale ranging from "very unsuccessful" to "very successful", their responses produced a mean of 6.6 when applied to the intern group as a whole, and 6.7 when the individual intern applied it to himself. However, the group felt that the program was slightly less successful in preparing them for the specific target group. When asked to indicate the success the program had in preparing them to be teachers of the culturally disadvantaged, the means were 6.1 for both the group as a whole and for each individually. These last data are consistent with other data which indicate that the interns felt that Operation Fair Chance should have given more attention to the specific purpose of the program, although the overall attitude toward such specific preparation was clearly a positive one.

On the whole the interns had positive attitudes toward the two persons with whom they had most frequent contact, namely, their Operation Fair Chance supervisors and their master teachers. The supervisors were rated on a 20 item questionnaire with a maximum score of 20. The resultant mean was 15.71; however, if two very low scores (2,2) are eliminated, the mean rises to 17.50. Both means indicate considerable satisfaction with their supervisors. Their master teachers were rated on two variables: (a) as a role model of a public school teacher and (b) as a teacher of the culturally disadvantaged student. In rating the master teacher as a role model for the interns, a 15 item questionnaire was constructed. Each intern was rated on a six point scale from "never true of my master teacher" (one point) to "always true of my master teacher (six points), which made a maximum score

of 90 possible on the instrument. The range was from 37 to 88 with a median of 64 and mean of 65.30.

Two things are clear from these results: (1) the interns as a group looked favorable on their master teachers, and (2) while there were several low scores, there were not the extremely low ratings characteristic of attitudes toward other parts of the program. The master teachers' effectiveness with culturally disadvantaged pupils was measured on a 20 item scale with the "never true" - "always true" responses possible. With a maximum score of 120, the range was from 30 to 117 with a median of 92 and mean of 86.9. These results indicate that the interns had favorable attitudes toward their master teachers as a group.

Generally the interns had a favorable attitude toward themselves. The primary instrument for measuring self concepts in the evaluation was a semantic differential scale in which polar opposite terms were separated by a seven point response continuum. The polar opposite scales used in this evaluation were:

- | | |
|-----|-----------------------------|
| 1. | strong---weak |
| 2. | successful---unsuccessful |
| 3. | fast---slow |
| 4. | active---passive |
| 5. | wise---foolish |
| 6. | excitable---calm |
| 7. | positive---foolish |
| 8. | good---bad |
| 9. | interesting---uninteresting |
| 10. | stable---unstable |
| 11. | important---unimportant |

The scale was scored in such a way that a response in the space closest to the items in the left hand column above (e.g., strong) was given a value of 7.0, while a response in the space closest to the right column term (e.g., weak) had a value of 1.0. The

"neutral" or mid point was 4.0. Using this scoring system, the self description of the intern group as a whole was as follows:

The terms which seem most descriptive of them were Good (5.70), Strong (5.55), Successful (5.55), Active (5.45), Positive (5.40), and Important (5.30). To a lesser extent, they saw themselves as Stable (5.05), Interesting (5.00), and Wise (5.00). On two scales, Fast--Slow, and Excitable--Calm, they were more equidistant between the two poles (4.75 and 4.65, respectively). Thus, as a group the interns tended to have a favorable attitude towards themselves as individuals.

It must be kept in mind, however, that while their mean responses were positive, they are not extremely high, indicating some reservations about their favorable quality of their self concept. In fact, a few interns had scale profiles toward the low end of the scale, indicating negative self concepts. The relationship between variabilities in self concept among the interns and other variables studied will be presented later.

The view the interns had of themselves was consistent with information gathered from other sources, including supervisors, master teachers, and others on the training staff. It was also consistent with the results from the dogmatism scale administered to the interns. The dogmatism scale (Rokeach, The Open and Closed Mind, 1960) measures the degree of willingness to remain open to new information and to new frames of reference. A person who scores high on the scale tends to resist changes in his attitude structures and maintains a rather closed system of beliefs even in the face of data which contradicts or qualifies his position. A short form of the dogmatism scale was used (Troldahl and Powell, Social Forces, 1965, 44, 211-212) which had a range from 20 to 140. The interns' range was from 33 to 99 with a median of 49 and a mean of 55.8. This indicates that the overall tendency of the interns is toward the most liberal, tolerant and less dogmatic approach to new situations.

Since the interns were being trained to work with culturally disadvantaged youth, it seemed important to examine not only the interns' general tolerance, but also their views of the specific pupil group involved in their training. In one measure of this, the interns were asked to complete the semantic differential self concept scale (described on previous page) as they felt the culturally disadvantaged student would rate himself on the scale. The interns predicted that such children would see themselves primarily as Unsuccessful (2.61), Changeable (2.78), Negative (2.96), Unimportant (3.26), Somewhat less characteristic of the predicted self concepts were Slow (3.43), Bad (3.74), Excitable (5.61), Active (5.48), and Strong (4.78). Only the dimensions of Wise--Foolish (4.04) and Interesting--Uninteresting (4.00) were about equidistant between the two opposites.

It is apparent that the interns perceive the culturally disadvantaged student as having an unfavorable or negative self concept. Perhaps such a conclusion should be qualified somewhat because the judgment of which end of the continuum (ie. which term) is "favorable" is made on the basis of middle class values and not those of many of the children involved. However, from the interns' point of view, the predicted self concept pattern was unfavorable.

The picture the interns had of their students largely agreed with the one that they felt their master teachers had. This was determined by asking the interns to complete the self concept scale as they felt their own master teacher would predict the self concept of the culturally disadvantaged student to be. The two self concept patterns were quite similar. The small differences that exist suggest that the interns feel their master teachers would predict that the students would see themselves as slightly more passive, foolish, uninteresting, and weak, but also more successful and stable. The correlation between

the interns' predicted students' self concept and what they felt their master teachers would predict was .53, which is significant at .05.

Thus, the interns feel that there is agreement between them and their master teachers on how the students would describe themselves, and this description is essentially an unfavorable one in terms of our middle class culture. The importance of this finding is that while there were some important differences between interns and master teachers on such things as classroom behavior and lesson plans, the interns felt that there was agreement on one important characteristic of the students.

Other relationships between the variables already described throw additional light on how the interns saw their year of training. For one thing, no single variable appeared to play the decisive part in the interns' evaluation of the success of the Operation Fair Chance program. It would seem, for example, that the interns' view of how effective their master teachers were as teachers of the culturally disadvantaged would be positively and significantly related to their evaluation of the success of Operation Fair Chance, and yet, this was not the case. The correlation between these two variables was $-.04$, suggesting that some characteristics of the master teachers by themselves were irrelevant; however, when the success of Operation Fair Chance was related to the rating of the master teacher as role models for public school training, the correlation rose to $.18$, which is not significant but suggests that the interns felt that some relationship exists between the program's success and the qualities of their master teacher.

One additional bit of evidence suggests that there is a relationship between the evaluation of Operation Fair Chance and the interns' attitude toward their master teacher.

A correlation of $-.14$ was found to exist between the judged success of the program and the difference between the interns' predictions of the students self concept and the predictions which they attributed to their master teachers. This implies that the more

the interns felt that they and their master teachers had the same view of their students, the more likely the interns would be to judge the program as a success. The variable most related to the reported success of Operation Fair Chance training program was the dogmatism score of the interns. The correlation between the two was $-.38$ ($P < .10$). This suggests that the more dogmatic the intern, the more likely he was to have a lower evaluation of the success of the program as a whole.

Dogmatism was related to the interns' perceptions of their master teachers. Specifically, the higher the dogmatism score, the more likely the intern was to predict that his master teacher would give higher scores to the students' self concepts ($r = .44$, $P = .05$). That is, the more dogmatic the intern, the greater was his tendency to feel that his master teacher believes the students hold self concepts similar to that of the interns themselves.

One final relationship indicates that the interns felt that Operation Fair Chance has a very specific purpose and that the success of the program is related to the opportunity it has of carrying out this purpose. The specific correlation is between the interns' attributed success of the program and their perception of the master teachers' view of the students' self concepts. The obtained correlation was $-.38$ ($P < .10$). While the relationship is not a strong one, and the variables were not specifically designed to investigate this particular relationship, the finding does suggest that the worse off the students were perceived as being, (i.e., the more unfavorable their self concepts), the more valuable (successful) the Operation Fair Chance program was seen as being.

It seems reasonable to hold, as this suggests, that the perceived success of such a program as Operation Fair Chance would be related to the degree of need for its specific function; however, the data gathered do not provide an adequate test of the proposition. But, the data do underscore the significance of the students' self concept as a variable in a program of this type.

In addition, an attempt was made to gather case studies of classroom situations authored by cooperating teachers. In this part of the evaluation strategy, a brief introduction to action research, coupled with an extension course bearing college credit, was used to develop the skills needed to produce the case studies.

The much needed case studies were to evolve from the in-service program and were supposed to be descriptions of the alteration of methodological considerations as a result of the interns presence and input. The data supplied, although a detailed schedule was provided, were of very limited value, and did not in any way capture the essence of the alteration of teaching styles observed by supervisors and principals. Cooperating teachers on a verbal level described the myriad changes in the method and noticeable improvement in human relationships in their classrooms, but were incapable of recording these phenomena in a form amenable to publication. (See Appendix B).

It is proposed that staff supervisors on the project this year will monitor the obvious changes and record these themselves so that a record will be available in the final report of the project.

In summary, this evaluation of Operation Fair Chance indicates that: (a) the interns had a positive attitude toward the program as a whole, and in particular, their Operation Fair Chance supervisors and master teachers, (b) as a group the interns tended to be tolerant and undogmatic and had a favorable attitude toward themselves, (c) the interns tended to feel that their students had "negative" self concepts and this view of the students was perceived as being shared by their master teachers, and (d) the success of the program as judged by the interns seems related to the specific function of Operation Fair Chance as a program to train teachers to work with culturally disadvantaged children.

SUMMER PROGRAM

A unique summer workshop for 30 experienced teachers was sponsored by Operation Fair Chance in cooperation with the Summer Session of Fresno State College.

The workshop, for Teachers of Culturally Disadvantaged Children, June 17 - July 26, 1968, was arranged so that three elements would be present in the session: (a) Observation and child study opportunities; (b) Participant-teacher opportunities; and (c) Correlated reading and discussion sessions on broader issues related to compensatory education.

The workshop was held at the Lincoln Elementary School in Fresno in conjunction with the on-going summer school program of the Fresno City Schools. Staff consisted of Dr. Lester J. Roth, Director of the workshop; Mrs. Elizabeth P. Simpson, Supervisor and Coordinator of classroom experiences; Mr. Humphrey McBride, Principal of Lincoln School.

ADMINISTRATION

A great deal of time and effort was extended towards budget considerations in an attempt to secure funding for a third year. Budgets in various forms were developed and were submitted for that purpose to no avail. In addition, the Office of Compensatory Education in Sacramento objected to the use of Title I funds by the Fresno City Unified School District for intern stipends. Late in August, this matter was clarified and the third year class was able to be processed.

It was determined by Operation Fair Chance personnel and by college officials at both institutions to use every resource available to continue the project during 1968-69. Accordingly, when federal funds were unavailable, the college absorbed the major portion

of the cost of staff for the program. The remaining federal funds were altered to areas not supported by state funding.

On June 15, 1968, the headquarters at Shaw Avenue was closed to conserve funds. Office space was made available in the Education-Psychology Building on campus. All furniture, supplies, and equipment were moved on campus.

INTERNS FOR 1968-69

An agreement was reached in April, 1968, between the Operation Fair Chance office and the Fresno City School System to continue the intern support program for 1968-69 at the same level of support maintained in 1967-68.

The recruitment of interns proceeded much as it had in 1967, with an initial notice of openings in the college daily. This was followed by advertisements in other college newspapers in the state. Inquiries were received from over 150 students, while 90 applied for the 29 available openings.

Interviews were conducted at Fresno State College, University of California-Santa Barbara, Southwest Regional Laboratory, Los Angeles, The California Teachers Association-Burlingame, University of California-Davis, and Chico State College. (See Appendix C)

THE PROGRAM 1968-69

The principle of the self-connecting model was retained from the past year, and certain modifications were made from last year's model in an attempt to make this year's program more efficient. (See Appendix D)

The restricted federal support necessitated a complete curtailment of the in-service program in both the internal phase relating to retaining cooperating teachers and in the area-wide service program.

Staff was reduced by the elimination of one full-time teacher/supervisor and one full-time secretary. The present staff consists of two elementary teacher/supervisors, each with responsibility for 12 interns; one half-time teacher/supervisor of 6 junior high interns, and a quarter-time administrator for the project. One full-time secretary remained with the project.

* * * * *

OPERATION FAIR CHANCE

PLACEMENT REPORT 1966-67

INTERN	PRESENT ADDRESS	TEACHING ASSIGNMENT
1. Asubry, Susan	301 Gray Stone Terrace San Francisco, California	San Francisco Unified School District
2. Battistessa, Richard	2549 A, California Avenue Carmichael, California 95608	Peck Elementary William J. Applegate, Principal 6230 Rutland Drive Carmichael, California
3. Brown, Chris (Mrs.)	1409 Howard Road, Apt. E-3 Madera, California 93637	Ripperdan School Luther Walters, Principal 26133 Avenue 7 Madera, California 93637
4. Bruun, Joanne (Mrs.)	1275 East Alameda Drive Fresno, California 93726	Pinedale Elementary School Mr. John Reep, Principal 7171 North Sugar Pine Pinedale, California 93650
5. Campbell, Augusta	5215 West Wooley Road, Apt. 4 Oxnard, California 93030	Rose Avenue School Mr. James Ingersoll, Principal 220 South Driskel Oxnard, California 93030
6. Darrach, Jean	1036 South Eighth Street Fresno, California 93702	Westpark Elementary School Mr. Ampless Moore, Principal 2695 South Valentino Fresno, California
7. Enrick, Valerie	Unknown	Oakland City Unified School District
8. Gettys, Judy (Mrs.)	441 East Echo Fresno, California	Franklin School Mr. Albert L. Pratt, Principal 1189 Martin Avenue Fresno, California 93706
9. Grimm, Verna	24650 Amador, Apt. 102 Hayward, California 94544	Brookfield Village School Mr. Hugh Harrington, Principal 401 Jones Street Oakland, California

<u>INTERN</u>	<u>PRESENT ADDRESS</u>	<u>TEACHING ASSIGNMENT</u>
10. Gurtoff, Betty	423 North Harvard Blvd., #14 Los Angeles, California 90004	Uthman School Mr. William Kralie, Principal 174 Utah Street Los Angeles, California
11. Jacobson, James	4086 North Safford Fresno, California 93705	Graduate School Fresno State College
12. Jeung, Donald	340 South Blackstone Tulare, California	Lincoln School Mrs. Pauline Friedman 909 East Cedar Street Tulare, California 93274
13. Knott, Gordon	Service	Service
14. Lee, Ronald David	Graduate School	Graduate School
15. Lockwood, Margaret	2928 East Dakota Fresno, California	Substituting-Fresno City Schools Clovis City Schools.
16. Margossian, Gregg	1729-G Woodland Avenue Palo Alto, California 94303	Mr. Robert Bird, Principal 1855 East San Antonio Street San Jose, California
17. McNally, Patricia Kay	Unknown	Redondo Beach City Elementary 115 South Francisco Redondo Beach, California
18. Metsch, Lee	4880 #3 North Glenn Fresno, California 93704	Pinedale School Mr. John Reep, Principal 7171 North Sugar Pine Pinedale, California
19. Moore, John	839 Clayton, #3 San Francisco, California 94117	Bayview School Mr. Ernest Paraucci, Principal 71 Bayview Street San Francisco, California 94124
20. Moore, Mary Kay (Mrs.)	839 Clayton, #3 San Francisco, California 94117	St. Luke's Parish School Mrs. Doris Dunbar, Director 1755 Clay San Francisco, California

<u>INTERN</u>	<u>PRESENT ADDRESS</u>	<u>TEACHING ASSIGNMENT</u>
21. Muix, Wendy (Mrs.) (de la Laing)	330 Sepulveda Blvd. #21 Los Angeles, California 90034	Woodworth School Mr. Frank Alcenter, Principal 3200 West 104th Street Inglewood, California 90303
22. Nagatoshi, Satoko	528 North Street Oakland, California 94609	Sonoma Drive School Mr. Malvern Sweet, Principal 543 Sonoma Drive Livermore, California 94550
23. Nakagawa, Estelle	Unknown	Hayward, California
24. Nilmeier, Joan (Mrs.)	4878 East Pine Fresno, California 93702	Fresno Colony School Mrs. Ann Brown-Mr. Cecil Harris 2910 South Ivy Fresno, California 93706
25. Ortego, Gloria	1707 Manor Drive Visalia, California 93277	Ivanhoe Elementary Mr. Steven Marusich P. O. Box 158 Ivanhoe, California
26. Pierson, Janice (Mrs.)	202 Eleventh Street, #14 Huntington Beach, California 92646	Vann Fergusson Elementary 22215 Elaine Street Hawaiian Gardens, California Mr. Robert S. Beall, Principal
27. Quick, Lauriane	Unknown	Livermore Valley Joint Unified 2247 First Street Livermore, California
28. Ratliff, Elizabeth (Mrs.) (Johnson)	Box 23 Fic Pac Fac FPO San Francisco, California 96654	Substitute Work Subic Bay, Philippine Islands
29. Reinhard, Martha (Mrs.) (Rees)	17698 Van Buren Street, #A Huntington Beach, California 92647	Marine View School Mr. Kenneth Nieberg, Principal 5682 Tilburg Drive Huntington Beach, California 92647
30. Rossi, Alfred	385 Fairmount Avenue Oakland, California 94611	Cole School Dr. William Dunlap, Principal 1011 Union Street Oakland, California 94607

INTERVIEW	PRESENT ADDRESS	TEACHING ASSIGNMENT
31. Schmidt, Lorraine (Mrs.)	Selma, California	Selma High School Selma, California
32. Shohbaxian, Elizabeth	3035 El Monte Fresno, California	Columbia School 1351 "C" Street Fresno, California 93706 Mr. Goldia Mensley, Principal
33. Soetan, Christine	742 South Ninth Street, #10 San Jose, California 95112	Braham High School Mr. Burl Fieles, Principal 1570 Branham Lane San Jose, California 95118
34. Vargas, Joe	220 South G Street, #2 Madera, California 93637	Madera Union High School Mr. Alex V. McDonald, Principal Madera, California
35. Vargas, Lupe (Mrs.)	220 South G Street, #2 Madera, California	Housewife
36. Wakiiji, Kathy	524 Avenue G, #10 Redondo Beach, California 90277	Normont School Mr. James Odell, Principal 1001 West 253rd Street Harbor City, California
37. Yae, Caroline (Mrs.) (Chin)	3921 Kansas Street Oakland, California 94602	Has applied for a position in Guam--husband is stationed there (service).
38. Ybanez, Barbara	4890 West Lehman Road Tracy, California 95376	Tracy High School Mr. Bev. E. Frye, Principal 315 East 11th Street Tracy, California 95376
39. Young, Eunice	Hotel Californian Fresno, California	Franklin School Mr. Robert R. Hill, Principal 1189 Martin Avenue Fresno, California
40. Young, Velma	2963 East Olive Avenue Fresno, California 93701	Pinedale Elementary School Mr. John W. Reep, Principal 7171 North Sugar Pine Pinedale, California 93650

OPERATION FAIR CHANCEELEMENTARY
PLACEMENT REPORT
1968

<u>NAME</u>	<u>LOCAL</u>	<u>ASSIGNMENT</u>
1. Anderson, Jan Arnold	Fresno City Unified SD	Intermediate
2. Azarano, Lynda	San Joaquin City Unified SD	Primary
3. Balderwell, Wayne	Tulare City ESD, Tulare, California	Intermediate
4. Byle, Margaret	Chula Vista City SD, Chula Vista, California	First
5. Campbell, Sherry	Riverswood City ESD, East Palo Alto, Calif.	Third
6. Coffman, Corale	Redondo Beach City ESD	First
7. Coombes, Linda	Oakland City Unified SD	Second
8. Dunlap, Kathleen	Woodland Jr. Unified SD, Woodland, Calif.	Fourth
9. Ellis, Judith	Fresno City Unified SD	Primary
10. Fasse, Holly	Fresno, California	Housewife
11. Gehart, Jill	Long Beach Unified SD	Primary
12. Katica, Susan (Murphy)	Unknown	Housewife
13. Mann, Phyllis	Fresno City Unified SD	Intermediate
14. Mehrien, Phyllis	Alum Rock Union ESD, San Jose, Calif.	Primary
15. Moffett, Catherine	Evergreen ESD, San Jose, California	Third
16. Nelson, Carolyn	Compton City ESD	Second
17. Salkin, Joann	Chula Vista City SD	Third
18. Shacre, Melissa	Evergreen ESD, San Jose, Calif.	Fifth
19. Tyson, Kathleen	Fresno City Unified SD	Fifth
20. Vas Dias, Cathy	Fresno City Unified SD	Kidgo
21. Wichman, Douglas	Fresno State College-Graduate Student	Art
22. Williams, Timothy	Tulare City ESD	Intermediate

OPERATION FAIR CHANCE

SECONDARY

PLACEMENT REPORT 1968

<u>NAME</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>
1. Miller, Judith	Porterville City SD	Math
2. Papagni, Marilyn	East Side Union HSD, San Jose	Science
3. Gregorick, Linda	Fresno City Unified SD	Health Sciences
4. Harper, Michael	Florida (Service-Navy)	
5. Kneee, Mary Jane	Woodlake Union SD	6-8 Home Econ
6. Rodriguez, Alexander	Lone Pine Unified SD, Lone Pine, Calif.	7&8 Hist/Geog.
7. Tipon, Jeannette	Santa Rosa, California	Housewife

INSTRUCTIONAL PROCESS SCREEN

OPERATION 16 R - JUNE

STANDARD FUNCTION (ONE TEACHER)	ALTERED FUNCTION (ADD INTERN)	CHARGE FACTORS PUPIL ACHIEVEMENT INFORMATION SKILLS ATTITUDES	PROBLEMS ENCOUNTERED STRUCTURE HUMAN	SERVICE EDUCATION BRIDGES PERSON INTERN	
• READ-16					
• MANIFEST-ES					

OPERATION FAIR CHANCE

INTERNS FOR 1968-69

<u>NAME</u>	<u>PERMANENT ADDRESS</u>	<u>RECEIVED A.B. DEGREE FROM</u>
1. Bartels, Nancy Elizabeth	1730 Mary Drive Pleasant Hill, California	University of California, Davis
2. Brochner, Charles Burke	5511 Sherbourne Drive Los Angeles, California	San Fernando Valley State College
3. Burnmaster, Katie Ann	1344 Idylberry Road San Rafael, California	Fresno State College
4. Campbell, Barbara L.	1306 West Escalon Fresno, California	Fresno State College
5. Cottingham, Patricia Ann	14100 Arnerich Road Los Gatos, California	University of California, Davis
6. Diaz, Loretta Anne	109 North Nopal Street Santa Barbara, California	University of California, Santa Barbara
7. Dutra, Darleen Frances	2464 Port Chicago Highway Concord, California	Chico State College
8. Geren, Gayle Lee	719 Riverside Place, Apt. 10 Palm Springs, California	University of California, Davis
9. Hollifield, Richard Clyde	315 Serrano Drive San Francisco, California	San Francisco State College
10. Hollifield, Sally Lynn	315 Serrano Drive San Francisco, California	San Francisco State College
11. Jones, Barbara	6079 Skyline Burlingame, California	Chico State College
12. Karp, Eileen Joan	522 North Flores Los Angeles, California	San Francisco State College
13. Kolbly, Elizabeth Jane	Route 2, Box 199 Gilroy, California	San Jose State College
14. Kugel, Leslie	6336 Glen Aire Riverside, California	University of California, Santa Barbara

<u>NAME</u>	<u>PERMANENT ADDRESS</u>	<u>RECEIVED A. B. DEGREE FROM</u>
15. Lamb, John Edmond, Jr.	322 C. Street Davis, California	University of California, Davis
16. Lenger, Lynne Eleanor	1888 Tahiti Drive Costa Mesa, California	University of California, Santa Barbara
17. Lippincott, Cheryl L.	2640 East Vassar Terrace Fresno, California	Fresno State College
18. Lee, Janet Gail	43716 Fern Lancaster, California	University of California, Santa Barbara
19. Merritt, Karen Jo	1622 Sixth Street Wasco, California	Fresno State College
20. Palmer, Christine Ann	252 Wildwood Avenue Piedmont, California	University of California, Davis
21. Robb, Patricia Lee	1085 El Margarita Road Yuba City, California	Chico State College
22. Rundstrom, Darrel Forrest	2612 College Avenue Bakersfield, California	University of California, Los Angeles
23. Russell, Leanne M.	17 Lost Valley Drive Orinda, California	University of California, Davis
24. Rutherford, Susan C.	1366 East San Ramon, Apt. B Fresno, California	Fresno State College
25. Shontz, Sandra Luree	709 Laurent Street Santa Cruz, California	San Jose State College
26. Snively, Mary Dell	353 Beech Shafter, California	University of California Santa Barbara
27. Terwilliger, Carole Esther	Box 1027 Half Moon Bay, California	San Francisco State College
28. Thomas, James. W.	8875 Warnerville Oakdale, California	Fresno State College
29. Weed, Kathryn Elizabeth	2601 Blackthorn Newport Beach, California	University of California, Davis

OPERATION FAIR CHANCE
SCHEDULE OF COURSES

FALL SEMESTER 1968

ELEMENTARY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

A.M.

INTERNSHIP

8:00 A.M. - 12:00 Noon Daily
(E Ed 167 - 4 units)

P.M.

1:10 E Ed 105 (3)

2:10 E Ed 107 A (4)

3:10

4:10

5:10

Psych 147 (3)

E Ed 105

E Ed 168 (2)

Psych 147

E Ed 105

E Ed 107 A

TOTAL UNITS 16

SECONDARY

A.M.

INTERNSHIP

8:00 A.M. - 12:00 Noon Daily
(E Ed 167 - 4 units)

P.M.

1:10 S Ed 153 (3)

2:10

3:10

4:10

5:10

Psych 147 (3)

S Ed 153

S Ed 168 (2)

Psych 147

TOTAL UNITS 12

OPERATION TALK CHANCE
SCHEDULE OF COURSES

Appendix D

SPRING SEMESTER, 1969

ELEMENTARY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

A. M.

INTERNSHIP
8:00 A. M. - 12:00 Noon Daily
2 Ed 107 - 4 units

P. M.

1:10
2:10
3:10
4:10
5:10

Spec 1081 (3)
Spec WI 127 (2)

E Ed 107B (4)
A Ed 286 (2)

Spec 1081
E Ed 107B

E Ed 107B
A Ed 286

TOTAL UNITS 10

SECONDARY

A. M.

INTERNSHIP
8:00 A. M. - 12:00 Noon Daily
2 Ed 107 - 4 units

P. M.

1:10
2:10
3:10
4:10
5:10

A Ed 174 (3)
Spec 1081 (3)
Spec WI 127 (2)

A Ed 286 (3)

A Ed 174
Spec 1081
E Ed 107B (2)

A Ed 286

TOTAL UNITS 10

ED035710

FRESNO STATE COLLEGE
School of Education

BK 5-0292
PA 08

OPERATION FAIR CHANCE
FRESNO CENTER

FINAL REPORT - September 30, 1969

TO

ALBERT C. PORE
PROJECT DIRECTOR

By

Lester J. Roth, Director
Fresno Center
Fresno, California

This report will not attempt a recapitulation of the (10) Quarterly Reports previously submitted. These reports contain a fairly accurate narrative of the strategies employed by the Fresno Center in attempting to meet the goals of the project as stipulated in the original prospectus authored by Dr. Paul Lawrence. The reports contain details of the structure and function of the Center's program, and its gyrations and deviations from its plan ~~due~~ due to the financial emasculation of the project.

What is intended here is to address the scope of the report to the central question, "What have we learned about the training of teachers for the disadvantaged?"

There is little purpose in pursuing what, under other circumstances, would have been a logical tack for the final report--an analysis of the outcomes of the project placed against the objectives as originally stated by Dr. Lawrence. This is not to say that some of the goals were not actually accomplished, but it is not realistic to use these objectives when, in fact, the project had hardly been organized before the funds were halved. Except for the first year, the Center was confronted with the need for financial transfusions from the state in order to maintain its identity.

In spite of these difficulties, it is the opinion of the Fresno Director and those who have had close contact with the project--officials of the Fresno City Unified School District and members of the School of Education at Fresno State College--that the initial federal investment and subsequent state subvention have been extremely productive and a profit has been rendered to the enterprise of teacher education.

Much of what was written in the original proposal about the institutional rigidities in teacher education have been examined, dissected, and found wanting. What was misunderstood was the enormous complexity involved in institutional change and an over readiness to ascribe negative attitudes to people, which on close examination were not warranted. Inertia and functional fixedness are endemic to large social organizations like schools and colleges. These conditions do not evolve out of a plan, but are rather characteristic of bureaucracy. It was also rather naive to expect to change middle-class values by a few federal dollars. The general lack of concern in teacher education institutions for inner-city school problems and special training for teachers in this regard, was simply a reflection of the lack of a public commitment to do something about the condition. There was little point in preparing teachers for an occupational market that didn't exist.

Having received cues from society as expressed through governmental intervention, both the public schools and the teacher training institutions have groped for ways to redirect their functions to meet the new challenge. Operation Fair Chance was one of those efforts to spread some seed on a barren field.

What was faced by the intervention of Operation Fair Chance into the fabric of teacher education at Fresno State College, was the task of developing a program which was both relevant and heuristic. Implicit in this development was the assumption that the wisdom of over 100 years of teacher training inherent in the "establishment" was worthy of note. Further, if a program was to be "grafted" into this teacher training institution, it could not persevere in a hostile atmosphere. A frontal attack on the modus operandi would almost certainly cause a failure for the

experiment. It was understood in the very beginning of the project that the critical test of the experiment would be the fate of the program when federal funds were no longer available. Of a lesser test, but certainly not without merit, would be the efficiency of the model in terms of its ability to produce effective teachers for the disadvantaged. Another objective was to have an effect on the institution from the experience and to enlarge its social commitments to its service area. Lastly, the in-service training for staff as a result of the project cannot be overlooked as a residual value.

The guiding principles of the Fresno Project have been made explicit here because both the Lawrence proposal, the first-year evaluation produced by the Berkeley Center, and the scope of the project objectives were not related to the reality of social change. The scope of the objectives were so broad that they were more in the nature of ideals than as determinants of working hypotheses.

At the outset, the Fresno program assumed that a restructuring and reorientation of campus and community resources would probably achieve greater lasting benefits than an attack on the establishment. Thus, the project design at Fresno was taken to task by the Berkeley Team as "conventional," when in fact it was considerably off the beaten track.

Why was the new direction relevant for teachers for the disadvantaged? How do the needs of the culturally disadvantaged children differ? What does this imply for a teacher and his training? How did we measure the success of our efforts? These were the central questions which guided the effort of the Fresno Center.

An analysis of the structure and function of the teacher education program as it related to the production of teachers for the disadvantaged was undertaken. Although it was recognized that theory and practice do reinforce one another, they were spearable

in college catalogs, but not in practice. Not unlike most teacher training institutions, the college catalog and the sub paraphernalia that created it, provided a mold which usually abstracted both the creation and the functions of unique programs. The Operation Fair Chance model turned aside the catalog and certification requirements where they impeded the wedding of theory and practice. The program redirected the focus of teacher training from the college campus and the lecturn to the public school classroom. The internship which evolved focused on the job and used the instructional program as support. It was a learning by doing program from the outset; it was a paid experience. This is a reversal of the normal process. The locale was of prime importance. So-called inner-city schools were used as the training ground.

Seminars developed for the project by the college departments in the behavioral sciences were intended to shed light on the nature of poverty and its social and psychological consequences. The Psychological input took on the nature of the encounter group for self-assessment for the interns. This is to say, a prerequisite for effective cross cultural teaching would be an awareness of one's self."

The Communications input was concerned with the language forms and expression of minorities. The Social Welfare input was concerned with a child's life space and family life environment. The Sociology-Anthropology input was concerned with race relations and inter cultural disharmony in a contemporary society. This program made it imperative for college instructional personnel to be hand picked. The special personnel demand is a limiting factor to an otherwise highly effective model.

By traditional quality standards of performance, the interns performed admirably in the classroom, but their productivity in support seminars was definitely below par. The teaching demands simply upstaged the seminars.

When the focus of the program shifted from the classroom, it created an uneven contest between the immediate teaching commitments of interns and the quality concerns of instructors in the support seminars. As it was phrased by one instructor, "They are seduced by teaching."

Another variation from the ordinary was the elimination of the lecture system and the education by smorgasbord which characterizes contemporary teacher training. The fragmental character of the education of teachers was noticeably altered by the development of the "closed model" used throughout the three-year period. The closed model, in which only Operation Fair Chance students were in the seminars in education and behavioral sciences, provided for flexibility and control of the experiences. It also provided an opportunity to carefully monitor what was happening. The closed program provided an esprit de corps seldom found among teacher trainees. Instead of graduate students creating their own programs on personal design or whim, the Operation Fair Chance model formed the students into a cohesive in-group, akin to that noted in occupational sociological studies of medical, nursing, or law school trainees. This group feeling also created an intern group where ideas were jelled and gained voice by this process.

The close personal relationship between faculty and trainees caused an alteration in the typical human relationship which obtains in regular programs. It improved the quality of supervision, created situations for meaningful dialogue, and allowed for a great deal of individualized assessment of teaching strengths and weaknesses of the trainees. On the other hand, the closeness also made far greater demands on the college supervisor both by the trainee and the cooperating teacher.

A point of similarity to the Hayward experience in selecting students for the training program is worthy of note. Both Centers assumed that greater output would result by selecting students who exhibited "social sensitivity and a commitment and concern for the disadvantaged." After three years of experience with 98 trainees who supposedly fit that criterion, we found that those who best fit the selection mold had the greatest initial problems in making an accommodation to the school as a social system. Our initial assumptions about effective teaching of the disadvantaged by "socially sensitive" trainees was sustained, but making teachers out of youth with a highly developed social betterment attitude is not an easy task.

Three evaluations of the Fresno Center program were conducted. The initial evaluation was done by the School of Criminology at Berkeley, and it focused on the project's potential as a change agent, changes in the schools, changes in the community, and changes in the college. It brought into serious question whether the objectives of the project were realistic in terms of its capability.

The second evaluation was conducted by staff of the Psychology Department at Fresno State College, after the project's scope had been seriously delimited. This evaluation focused on the impact of the training program on the interns and the cooperating teachers.

The third evaluation, which is appended to this report, was conducted under a grant from the Research Committee of Fresno State College under the leadership of Dr. Raymond Brewer, Associate Professor of Education, Fresno State College. The last evaluation also concerned itself with interns and cooperating teachers, but was a follow-up study of both first and second year interns who had entered teaching. Their employers were also interviewed. Another feature of the evaluation was an evaluation by cooperating teachers and principals who had participated in the program. (See Appendix I)

At the close of the federal sponsorship, the college elected to adopt the model developed as a result of the Operation Fair Chance project, and it is now an ongoing program in which three full-time and four part-time staff members are involved.

The unique arrangement where the Fresno City Schools provided the stipends for interns under Title I E.S.E.A. continues.

In terms of the lasting impact of the project, the government and the people were well served.

A COMPREHENSIVE EVALUATION
OF THE SECOND AND THIRD YEARS OF
OPERATION FAIR CHANCE AT FRESNO STATE COLLEGE

Dr. Ray E. Brewer: Evaluator
Associate Professor of Education
Fresno State College

Introduction

Operation Fair Chance, an experimental project in the preparation of teachers to work more effectively in schools attended by environmentally "disadvantaged students," was approved by the U. S. Office of education and authorized to begin on 15 February, 1966. Since the beginning of the program, periodic reports have been made from the Fresno Center by the Director of the program. An evaluation was conducted by the School of Criminology Evaluation Unit of the University of California of the first year's program. The Psychology Department of Fresno State College conducted the second year's evaluation. The School of Criminology Evaluation Unit report consisted of six quarterly reports, while the evaluation of the Psychology Department was in the form of a study.

The evaluation reports described above considered largely the internal functions of the Operation Fair Chance Program and attitudes of the interns involved in the program.

The Director of the Operation Fair Chance Program during the fall of 1968 made plans to evaluate the program through a follow-up study of interns who were granted credentials through the program. A proposal for such a study was made by the Operation Fair Chance Director to the Fresno State College Research Committee, and subsequent approval was obtained.

Statement of the Problem.

The primary concern of this study was to systematically evaluate the teacher training project known as Operation Fair Chance. An attempt was made to generate case study descriptions of the altered classroom

structure and function as a result of having a teacher trained in the Operation Fair Chance Program, and a general view of the efficiency of the training program.

Method.

In order to evaluate the total efficacy of the Operation Fair Chance Program, the research project centered about the cooperating teachers, the interns, and employing officials in school districts throughout the State of California. The study was divided into two major phases:

Phase I. The perception of cooperating teachers who responded to the presence of interns in their classrooms. This phase of the study was an assessment of the actual training program for the interns and cooperating teachers which was deemed necessary to facilitate total evaluation of Operation Fair Chance.

Phase II. Interns trained in Operation Fair Chance who had been placed as teachers in schools throughout the State of California. It was felt these interns, after performing in their jobs, could offer valuable suggestions and appraisal of the total program. It was further felt that hiring officials in the school districts would be able to assess the contribution of interns who had been given a special type of training for working with students from culturally disadvantaged areas. Interns and hiring officials were incorporated to form Phase II of the project.

Subjects.

Subjects for this study consisted of personnel from three groups

which were as follows:

1. Twenty cooperating teachers who gave their perception of the program.
2. Twenty-nine interns trained through the Operation Fair Chance Program.
3. Twenty-six administrators using former interns in their school systems trained through the Operation Fair Chance Program.

For purposes of this report, the subjects will be referred to throughout the study as Group I, cooperating teachers; Group II, interns; and Group III, employing officials (the term principals will be used synonymously here).

Design of the Study.

After careful consideration of the nature of the data required, it was decided that the most appropriate technique would be an interview with each cooperating teacher, intern, and hiring official used as a subject in the study. Where the cooperating teachers and interns were involved, specific questions were provided interviewers while administrators were asked to complete a check-list type of questionnaire during the interview.

Interviewers for this project were selected from interns now serving in the Operation Fair Chance Program at Fresno State College. Interns were chosen for this function because it was felt they would be knowledgeable about the training program and would be familiar with the details involved in the discussion of the program. It was also felt these selectives would be able to establish rapport quite easily with others who had completed the program. Intensive meetings were held with the

interviewers to discuss how the interviewing should be conducted, the nature of the subjects, the types of questions to be answered, and most of all to establish some degree of consistency for use in final evaluation of the study.

Group I - Cooperating Teachers.

The cooperating teachers were brought together as a group, and questionnaires were distributed to them. Questions were answered regarding the questionnaire, and the cooperating teachers were asked to complete and return them to the Director's office. The questionnaire for Group I consisted of ten, open-ended questions with six devised to rate certain aspects of the program as being influenced a great deal, somewhat, little, none, or no comment when interns were used in their classrooms. Three questions were open-ended, calling for a direct response to certain aspects of the program. One question was a "yes" or "no" response. A copy of this questionnaire appears in Appendix I of this report.

Group II - Interns.

Interns trained through the Operation Fair Chance Program were placed as teachers throughout the State of California. Three major geographical locations were set aside for the study:

- (1) the area north of Fresno designated as the San Francisco Bay area.
- (2) the Fresno area including schools in and near the City of Fresno.
- (3) the area south of Fresno designated as the Los Angeles area.

The Director of Operation Fair Chance sent personal letters to teachers and administrators requesting an appropriate time be set aside for evaluation of the Operation Fair Chance Program. Interviewers visited geographical areas with interviewing times scheduled which facilitated full coverage of schools involved in the study.

The interview schedule for the interns consisted of five questions which were as follows:

1. In terms of your expectations, how have you felt about your first or second year of teaching?
2. Have you been able to do all the "things I am going to do next year when I have my own class?"
3. Did your training in Operation Fair Chance prepare you to be able to meet the challenge of your teaching assignment?
4. In retrospect, do you think your training in Operation Fair Chance has made a difference in the way you perform as a teacher?
5. In retrospect, what do you view as the strengths or weaknesses of the Operation Fair Chance Program? How could it be improved?

Group III - Employing Officials

A copy of the interview schedule for principals appears in Appendix II of this report. Eighteen of the twenty-six principals interviewed served at schools designed as compensatory schools for ESEA Title I.

Results of the Study: Phase I

Cooperating Teachers. On a five-point scale ranging from great deal to no comment, the cooperating teachers' responses for Items 1, 2, 3, 4, 5, and 8 produced a mean of 4.25, which indicated a very positive response to the program as a whole where interns were involved in their classroom situations. A mean of 4.8 was found when cooperating teachers were asked

to respond to "Do you think the school's program has benefited from the Operation Fair Chance Program?". When the statement, "The intern's presence added to the educational experiences of the child" was used, the mean of the respondents was 4.7. All means except one were above 4.0. A mean of 3.55 was found when subjects responded to, "The intern's presence improved pupil achievement." Results of each item appear in Table 1.

Three items, 6, 7, and 10, the open ended questions, are treated independently, since each included a number of various responses.

Item 6. The most valuable change in the curriculum was in the area of: Subjects responded in various forms. Where definite areas were listed, they included:

- a. Reading and math
- b. Spelling
- c. Science
- d. Language arts

Other comments listed cultural enrichment, field trips, and human relations. Following are some actual comments which give indications of how interns did help change the curriculum by their presence:

1. Each reading group could have a full-time teacher instead of one teacher for two groups.
2. Many interns became resource people for the classroom teachers by making special trips to the Instructional Media Center and preparing special units.
3. Giving some of the slow learners individual attention and help.
4. I would have to say in the area of implementation and adopting

- of curriculum to meet needs of youngsters. The increase in student teacher contacts. Small groups and balance of class both benefit.
5. Human relationships. Teachers and interns had an opportunity to pick up and take students places.
 6. We were able to work with small groups of children rather than the whole class. We were able to work on a one-to-one basis with the children part of the time.

TABLE I

Item Responses from 20 Cooperating Teachers in
Operation Fair Chance
By Number and Mean*

Item No.	Type of Response					Mean
	No Comment	None	Little	Somewhat	Great Deal	
1	1	0	1	4	15	4.70
2	0	1	2	10	7	4.15
3	1	0	3	7	9	4.50
4	2	1	2	7	7	3.65
5	0	1	3	7	9	4.20
6	0	0	0	4	16	4.80

*Means based on 5.0 scale weighted as follows: No comment-1; none-2; little-3; somewhat-4; great deal 5.

Item 7. "The principal changes in my role and function as a classroom teacher which resulted from the presence of the intern:" Most of the comments were in the areas of freedom from classroom time to do extra planning and visitation to homes and other schools. Actual comments

include:

1. I found I did less actual teaching; but more in the way of coordination and planning of some innovative approaches to learning. More time is an extremely important facet of the intern's presence.
2. I had time to visit other classrooms. I had to be more understanding, make adjustment and give encouragement at special or different times. More individualized instruction.
3. Provided us with a great deal of flexibility in developing the READ Project. We were able to allow our staff to make many visitations to see new buildings and programs. This was a great benefit to our instructional program.
4. We worked on several subjects together. My role changed more toward that of a team leader and coordinator.
5. More time for home visits, conferences, and preparation of materials. More time for individualized work with children.
6. When my intern was teaching, I was able to move about the classroom and help individual children. The hardest thing was to be passive when a problem came up and the intern had to correct the problem himself.

Item 10. "I would suggest the following changes in the program:"

Twelve of twenty respondents did not comment; but of the comments listed, some are quite meaningful. Some of the things they point out are:

1.
 - a. More planning time for teachers and interns.
 - b. A better selection process for teacher and interns.
 - c. Less emphasis and time on college courses.
 - d. Somehow teach interns that the children they work with should be one of the most important things in their lives, and that they, as teachers, should be one of the most important things in their students' lives.

2. Better screening of individuals. This is no place for people with emotional problems.
3. A written, definite procedure is needed. It should be derived from past experience and the expertise of staff at Fresno State College in cooperation with master teachers and local school administrators.
4. Place teachers who have been trained in Operation Fair Chance in westside schools in Fresno City Unified.

Item 9. "In my opinion, it is desirable for the school and the district to continue its cooperation and support of the Operation Fair Chance program:" Nineteen cooperating teachers and administrators responded "yes" to this question, while one offered no comment. There were no open-end response here, but the Operation Fair Chance Program was very highly regarded and overwhelmingly was thought desirable to be in the schools another year. The very absence of any "no response" indicated a very positive feeling toward the total program.

Comments

It can be stated the presence of an intern in the classroom greatly affected several aspects of the teacher's responsibilities. It has been positively indicated by 20 cooperating teachers in the field that children gained in several areas. Some of these are:

1. The intern's presence added to the educational experiences of the children a great deal.
2. The effectiveness of the teacher was improved somewhat, allowing room for improvement in this area.
3. The intern's presence improved quality of human relations a

great deal. However, the idea of human relations could be brought out a little more; that is, it could be brought to the attention of the cooperating teachers directly. Some comments here indicated at times a little vagueness in the term.

4. The intern's presence did improve pupil achievement, but this was the weakest area. There could be some studies set up within the project to thoroughly test this phase of the program. It should also be discussed in the Operation Fair Chance meetings what priority this area has in the total program.
5. The curriculum was enriched as a result of the intern's presence, and knowledge was indicated a great deal of the time. However, three persons responded little and one, none, giving impression enough to bring this up in the total program. There seemed to be some cases where teachers did not make adequate use of their resources.
6. Change occurred in the curriculum certainly to the advantage of the child. Now that interns know change does occur because of their presence, some additional planning might be done in this area.
7. The teacher's role does change. This is one of the strongest areas according to comments by teachers. Although six teachers offered no comment, the success of this phase of the project seems apparent. Perhaps this will be even more observable when face-to-face interviewing is done which will, more than likely, draw comments from all participants. There also seems to be a

little confusion as to role change of function. This area could offer material for group discussions among interns.

8. The schools benefited from Operation Fair Chance; and overwhelmingly, the cooperating teachers indicated they would like to see it back again for another year. Very positive responses here.
9. Some changes are apparent. Several respondents stressed better selection of interns through more screening. Since several mentioned it, there is some indication that cooperating teachers felt they could have had a better intern. Some thought should be given this by the total staff. This reviewer found two important changes that might take place:
 - a. Interns should have a little more background in teaching methods; and interns, cooperating teachers, and administrators need to have more of a feeling of working together.
 - b. More of a written, definite procedure should be initiated through the staff at Fresno State College in cooperation with cooperating teachers and local school administrators.

These two comments could be very valuable in structuring the program for another year.

Summary

The comments from cooperating teachers and administrators show the Operation Fair Chance program to be a very positive approach to teaching. The heart of the program is the child, not the teacher, and comments indicate changes in the classroom which directly effect the learning experiences of the child. Teachers seem to be cooperative in the program itself and respond remarkably well to the total program. Innovations are apparent from the responses received, and both intern and teacher are experiencing

rewarding relationships with themselves and the children. Strong evidence is produced to indicate the relevance of the program for another year. There are indications candidates should be better screened, more teaching foundations given interns, and a program of better cooperation developed between interns, teachers, and administrators.

Results of the Study: Phase II

Interns. The five questions presented to the interns are covered individually so that comments received by the interviewers might be incorporated into the study.

Question 1. In terms of your expectations, how have you felt about your first or second year of teaching? Replies ranged from one word response, "great" to "I had no preconceived expectations." Three main factors appeared repeatedly in the responses of the interns: (1) discipline, (2) faculty relationships, (3) personal reward.

In the area of discipline, there seemed to be some concern most of the time. Negative aspects of this problem are reflected in the actual responses of the interns:

1. I have not been able to accomplish what I wanted to because of a discipline and control problem.
2. "No one should have to go through a first year of teaching! It is hard to function as an unstructured teacher with students not used to authoritarianism.
3. I felt very inconsistent. I had high expectations; they were not realized. I lowered expectations, but they were still not realized. I had to take a harder discipline line than wanted; some of this reflected weakness and fault on the part of the

teacher.

4. Stern methods were used to gain discipline.

On the positive side, discipline was viewed as follows:

1. Expected greater discipline problems, was able to handle them.
2. Established control, few discipline problems.

The area of faculty and school relationships drew many comments from the interns. There seemed to be a feeling that they expected more than they received. As the excerpts show, some were rather explicit, some rather vague. Responses included:

1. I have felt limited because of laws and situations.
2. Very disillusioned, very frustrated; teachers were unprofessional and "catty." Lack of communication with the administrators.
3. Teachers were unwilling to share ideas. Many did not seem dedicated and detested their students.
4. The biggest disappointment was in the area of faculty relationships.
5. Faculty relationships traumatic.
6. Faculty relationships excellent -- emphasized young faculty.
This comment appeared twice.
7. Teachers and atmosphere great.

This seemed to be an area of some "shock." The responses of the interns indicated this might be an area where more time is given during the training session. The interns did not seem to be ready to join in faculty groups as easily as becoming a part of the classroom situation. The area of personal reward was connected very closely to classroom relationships. Comments included:

1. I still enjoy teaching and am excited by it.
2. I have been able to notice growth in myself and in the children.

3. My rewards were greater than expected.
4. Desire to teach has increased. Very enthusiastic and satisfied.
5. Better than expected, good classroom relationships.

For the most part, the interns indicated a positive approach regarding their first year experiences. One teacher indicated she felt guilty for training in the Operation Fair Chance Program but not taking a job in that area. There seemed to be a direct relationship between the atmosphere of the total school and the expectations of the interns. There were enough negative responses to warrant a close look at this area in future Operation Fair Chance training sessions. More study should be done in atmosphere of total school and expectations of the interns.

Question 2. Have you been able to do all the "things I am going to do next year when I have my own class"? Yes and no responses were tabulated, and results of the χ^2 appear in Table 2. The P of .10 was not considered significant in this study but indicated that repetition of this type of study would produce like results. With some degree of confidence, it can be stated that new teachers trained under the Operation Fair Chance Program will be more likely to conform to the system under which they are hired than to do the things they say they will do when they have their own classes.

Actual responses listed below offer some reasons for this action occurring:

1. I have been severely hampered by a poor teaching assignment.
2. I have been limited and frustrated at times because of a lack of equipment and materials. I have spent time in making materials which I feel should have been spent in working with students.
3. It is very difficult to work with children on an individualized level because of the age of the children.
4. I am limited in the type and variety of classroom activities be-

cause of a control problem which I failed to establish at the beginning of the year.

5. My class is student-centered rather than teacher-centered. I would like to use more role-playing and physical activities situations but feel restricted because of a combination class (5th and 6th grade).
6. There is never enough time.
7. "You're fighting the system and can't change it." If you try something creative or different, constantly questioned. Can't get supplies, the school is dirty, and the lack of experience makes it difficult.
8. I have become involved with parents of the students but want more community involvement.
9. Class too large; room too small.
10. The behavior problems with students get in the way. It hinders you in doing what you want.
11. The large classes plus the wide range of ability in the classes make it difficult to do special programs.

There was a tendency for teachers in their second year of experience to acknowledge growth of their ideas. One second year teacher expressed that she would be less likely to criticize the master teacher now that she is in the actual situation.

TABLE 2
Chi Square Comparisons of Yes and No Responses by
Interns for Question 2

	Yes	No
Observed	9	19
Expected	14	14
$\chi^2 = 3.6$	d. f. = 1	P = .10

Question 3. Did your training in Operation Fair Chance prepare you to be able to meet the challenge of your teaching assignment? Although seventeen of a possible twenty-six interns replied yes to this question, the results were not significant. Results of the chi square for question 3 appear in Table 3, with P lying between .20 and .10. This much divergence from the null can be expected to occur upon repetition of the experiment in approximately 80% of the trials. This leaves no strong evidence to create a favorable or unfavorable attitude toward the training received in the Operation Fair Chance Program. It seemed much depended on the individual participating in the program as evidenced by the following responses:

1. Classroom teaching experience helped to prepare me.
2. Bitter about personal relationship established with faculty members of Operation Fair Chance. Class too "standard!" Internship most valuable thing in the program.
3. Master teacher very helpful. My training allowed me to understand the origin of social and educational problems of the culturally disadvantaged.
4. Material related to minority groups not real--too much emphasis on academics unrelated to real situations.
5. It gave me 3/4 again as much time in the classrooms when compared to student teachers. The methods and materials used were practical and worth while.
6. I liked the communications and psychology courses but thought the rest a total loss.
7. I have noticed that I have understood the problems of a school system quite a bit better than most first year teachers.

8. Program lacked training in the fields of reading, English, and art. Lacked training for clerical work required in teaching.
9. I got to observe the real picture of teaching from the start.
10. I never felt the program was that interested in what the interns saw and rejected to.
11. An intern of Operation Fair Chance is better prepared than the average student teacher from the standpoint of the perspective from which students are viewed.
12. If I hadn't had this training, I probably would never have entered a compensatory education school to do my teaching. The program gave me a good set of attitudes and a realistic view of the disadvantaged.

It can be seen from the above responses that this area could be strengthened to meet some of the problems experienced by the interns. It was very interesting to note one teacher complained about lack of clerical training, i.e., how to make out report cards, write up results of parent conferences, and making comments in the cum record. This was not a negative response, but one which was seen as a reality. Note the teacher did not complain about the extra work in this case, but saw it as a task she had to perform and was clearly unprepared to do it.

TABLE 3

Chi Square Comparisons of Yes and No Responses
by Interns for Question 3

	Yes	No
Observed	17	9
Expected	13	13
$\chi^2 = 2.46$	df = 1	P = .10 to .20

TABLE 4

Chi Square Comparisons of Yes and No Responses
by Interns for Question 4

	Yes	No
Observed	22	4
Expected	13	13
$\chi^2 = 12.46$	df = 1	P = .01

Question 7. In retrospect, do you think your training in Operation Fair Chance has made a difference in the way you perform as a teacher? Chi square results for this question appear in Table 4. As can be seen from the table, the χ^2 was clearly significant and the null of no difference could be rejected. It can be stated that the training received in the Operation Fair Chance Program clearly made an impression on the interns and the way they performed as teachers. Negative answers were few in this category and can probably be attributed to individual differences rather than faults of the program. Intern responses for this category included:

1. Our field trips to different education areas were most interesting and enlightening.
2. In observing the teachers around me who have not had specific training in the Negro and Mexican American cultures, many have misconceptions about those children which affects their attitudes when they teach.
3. Those classes which were geared toward the sociology of the culturally deprived helped me to empathize and understand the nature of the communication gap.
4. It prepared me to expect certain reactions in a classroom and took away a certain amount of "cultural shock."

5. I found a number of our Operation Fair Chance classes directly prepared me to help me understand the needs of the culturally disadvantaged.
6. I was aware of ability levels of children in a classroom and of my own expectations. It taught me to make allowances for all sorts of behavior.
7. I was more prepared for the classroom trauma. More inclined to experiment. The program created extreme interest for in-service programs and conferences.
8. I felt the program made me less afraid to try new, innovative ideas in the classroom.
9. The program made me aware of the background of culturally disadvantaged children and allowed me to create lessons to meet their needs.

The interns listed course materials frequently in evaluating this section of the program. Courses in methods, social welfare, psychology, and communications were mentioned about equally. What each individual received from the courses appeared to come out during the interview. The full selection of courses was needed because where one course did not meet the needs of the student, another seemed to fill in adequately. For those interested in course numbers and names, the five course offerings listed appear in Appendix III of this report.

Responses in this category were very positive. On the negative side, one student responded, "not at all," but gave very little evidence to explain his response. The broad program of courses offered in the Operation Fair Chance Program seemed to reap great rewards here.

Question 5. In retrospect, what do you view as the strengths or

weaknesses of the Operation Fair Chance Program? How could it be improved?

The strengths of the program can be categorized in four major areas: (1) classroom experience as a teacher, (2) good Operation Fair Chance staff, (3) being placed in disadvantaged schools, (4) small group experience. One intern added it was a chance to earn money, but this would not classify as a strength of the program with only a single mention of it. The classroom experience was by far the strength mentioned most frequently.

The weaknesses of the programs as listed are varied from one individual to another. Some interns mentioned weaknesses by naming instructors or supervisors, but this was uncommon and would be disregarded since it seemed to be more of a problem of individual differences rather than real weaknesses in the program. Listed weaknesses are:

1. Choice of master teachers could have been better.
2. Better development of communications between master teachers, administrators, and supervisors. Many times the master teachers were uncertain of exact duties of interns.
3. Too much dragging out of courses, i.e. text book material too lengthy.
4. Poor involvement with community.
5. No training in audio-visual instruction.

The five weaknesses listed above appeared throughout the responses by the interns. The choice of master teacher as poor was presented by a high number of interns. This led to the idea of a need for better communications throughout the program. The idea of text book orientation for course work seemed to be a concern for the interns. They seemed to indicate that the professor could best spend his time considering the practical aspect of the program, explaining the concepts of the disadvantaged from a

practical standpoint rather than theoretical. Some suggested professors should return to the classroom situation every four or five years to keep in touch with what is happening with the younger students. Three interns complained of no training in the audio-visual area of instruction. Some lone weaknesses listed were such things as:

1. Interns did not have enough time to teach by themselves.
2. Didn't like the term, interns.
3. Should have been introduced techniques for use with discipline problems.
4. Education Department (no explanation given).

The weaknesses listed generally reappeared as suggestions for improvement by the interns. Since the improvement of the program was such an important area, listings are included although they might appear only once. The insight of one intern might provide a suggestion that could help improve the total program. Suggestions for improvement included:

1. Select master teachers who want to teach and match them with interns.
2. Better communication between master teachers, administrators, supervisors, and interns. This might be accomplished with the formulation of a hand book offering guidelines for each phase of the program.
3. Add a course in audio-visual so as to familiarize interns with materials available in the Instructional Media Center.
4. Set aside blocks of time to observe other school settings regularly.
5. Offer a course in Mexican American culture and Black History.
6. Extend the program to 2 years with more follow-up and appraisal of interns along the way.

7. Offer more courses in reading.
8. Greater preparation of interns to meet the needs of the parent-teacher conferences.
9. Offer a short course to prepare the teacher for clerical responsibilities such as filling out reports, reporting grades, making comments in cum records, and writing results of parent-teacher conferences.
10. Bring in more outside speakers to give their impressions of the program.
11. More stress on the poor white problem.
12. More group communication.

Employing Officials.

Principals were asked to rate the following four areas:

1. Compared to the average first-year or second year teacher, this teacher is in my estimation:
2. Teaching competence (subject matter):
3. Rapport with children:
4. Professional relationship with other teachers:

Ratings were made on a five point scale (a) Outstanding, (b) Better than average, (c) Average, (d) Below average, and (e) Inadequate. Principals were asked to respond to one question: "Is there any evidence of special preparation or readiness to teach the disadvantaged?"

In the first area where interns were compared to other teachers, the principals responded to four categories with no responses appearing under the rating inadequate. Results of the chi square for this area appear in Table 5. The χ^2 was significant at the .05 level, and it may be concluded that the principals' rating highly favored the Operation

Fair Chance intern when compared to the average first or second year teacher. This was emphasized by some of the principal's remarks:

1. Much more sensitive and aware of needs of students than any number of my teachers.
2. As a beginning teacher would rate her in the upper 10% of all teachers.
3. Top of the list--has shown initiative in innovating new programs. Has confidence and a keen awareness.
4. Self-directed, mild and quiet with children, positive attitude.
5. Has a relaxed classroom and is very involved with his students and community.
6. Empathy with poor; has knowledge and insight.

In the second area, teaching competence (subject matter) the principals rated one intern below average and none in the inadequate category. Results of the chi-square for this area appear in Table 6. The χ^2 was significant at the .01 level which indicated that divergence of observed from expected results is too unlikely an occurrence to be accounted for solely by sampling fluctuations. The "equal answer" hypothesis was rejected, and it was concluded the principals' ratings of outstanding and better than average for the interns was acceptable. In a repetition of this study, this pattern of high ratings of the interns in the area of teaching competence would be expected to reoccur with a high degree of consistency.

In area three, rapport with children, ratings of the principal under outstanding, better than average, and average. Results for area are reported in Table 7. The χ^2 lies between .10 and .05 and was not considered significant for this study. There is not enough evidence to

TABLE 5

Chi Square Comparisons of Responses of Employing Officials
to Area 1, Comparison of Interns to Average Teachers

	Outstanding	Better Than Average	Average	Below Average
Observed	11	7	6	1
Expected	6.25	6.25	6.25	6.25
$\chi^2 = 7.99$ $df = 3$ $P = .05$				

TABLE 6

Chi Square Comparisons of Responses of Employing Officials
to Area 2, Teaching Competence of Interns

	Outstanding	Better Than Average	Average	Below Average
Observed	5	12	7	1
Expected	6.25	6.25	6.25	6.25
$\chi^2 = 10.02$ $df = 3$ $P = .01$				

indicate that principals clearly saw those teachers as outstanding where their rapport with children was concerned. The null hypothesis was retained, since the deviation of observed answers from expected answers might be a matter of chance. This type of study should be repeated in order to more clearly identify this area where teachers from the Operation Fair Chance Program are included.

In area four--Professional relationships with other teachers, the principals rated with four categories, with no responses checked for inadequate. Results of the chi-square for this area appears in Table 8. The χ^2 of .10 was not considered significant for this study. The null

TABLE 7

Chi Square Comparisons of Responses of Employing Officials
to Area 3, Rapport with Children by Interns

	Outstanding	Better Than Average	Average
Observed	10	12	3
Expected	8.3	8.3	8.3
$\chi^2 = 5.35$ $df = 2$ $P = \text{between } .10 \text{ and } .05$			

TABLE 8

Chi Square Comparisons of Responses of Employing Officials
to Area 4, Professional Relationship With Other Teachers by Interns

	Outstanding	Better Than Average	Average	Below Average
Observed	9	9	4	2
Expected	6	6	6	6
$\chi^2 = 6.32$ $df = 3$ $P = .10$				

hypothesis of no difference was retained since the deviation of observed answers from expected answers might be a matter of chance. The principals' ratings in area four clearly were not supportive of outstanding or better than average ratings, and a close look in the future in this area was indicated. Some of the principals' reactions were as follows:

1. Social relationship great but professional is not up to par.
2. Works very well with peers.
3. Not sure. She is shy and quiet.
4. Doesn't attend in-service meetings. Delinquent with materials.
5. Called a crybaby by other science teachers, but average with

rest of teachers.

6. Good, but there is a split in the school.
7. Very well liked by everyone.
8. Doesn't express true feelings around adults.

This area might offer some explanation of the interns' responses where faculty relationships were involved in an earlier section of this report.

The question, "Is there any evidence of special preparation or readiness to teaching the disadvantaged?" was answered very much in the affirmative. Some principals commented they thought the question was loaded. Three principals of the twenty-six interviewed offered no comments at all. Comments included:

1. This teacher, as opposed to many beginning teachers, was much more able to accept the fact that all her 6th graders were not able to work on grade level. She has shown evidence many times, informally with other staff members that she understands well the concepts of minority group and ethnic group structures.
2. Yes, however, I feel a great deal of this ability reflects the personality of the individual rather than the program. I am extremely pleased with this teacher.
3. This teacher has an open mind with children and accepts them where they are.
4. I remain a staunch advocate of the program and look forward to participation again next year.
5. Has a real awareness of the environment and background of these children. Makes home visits.
6. Has a great deal of insight into the problems and needs of low income children.

7. Much improved in her second year. A general understanding of what teaching really is and of what to expect.
8. The positive attitude in regard to the children is a reflection of her past training.
9. Her request for a teaching assignment in a disadvantaged area was a result of successful experience and training prior to public school assignment.

Conclusions.

The interns, during their first year of teaching, appeared somewhat apprehensive where problems of discipline, faculty relationships and personal reward were concerned. There seemed to be more of a conforming to the school system in which they were hired rather than incorporating new ideas or concepts to the school. Where the atmosphere of the school was open, that is, close relationships between administrators, old teachers, and new teachers, innovations did take place. Although special training did take place in a college setting, the new teachers discovered it was much easier to talk about what they would do than to actually accomplish it on the job, in this case, in the classroom. Lack of time, space, and equipment also thwarted their efforts.

The training received in Operation Fair Chance did not turn out to be a significant factor overall for the new teachers. The training received was an individual realization rather than total group. Very positive attitudes were destroyed group-wise by quite negative ones by individual members. There seemed to be some support given for Operation Fair Chance in the future to include more training in reading, English, and art. The most positive aspect of the Operation Fair Chance Program was realized

in the way the interns actually performed as teachers in the classroom. The actual classroom experience received by the interns was very significant. There were few negative replies by any of the interns in this total area. The course offerings in the Operation Fair Chance Program were very supportive for the new teachers in the field. The field trips were viewed as invaluable. There seemed to be a much better conception of the new teacher in the area of cultural relationships when they compared their ideas to teachers already in the field.

The strengths of the program lie in four major areas according to the interns:

1. classroom experience in the Operation Fair Chance Program
2. staff at the Operation Fair Chance Program
3. working in disadvantaged schools
4. small group experiences

The weaknesses of the program centered around choice of master teachers, communication problems, poor involvement with the community, and lack of training in audio-visual instruction.

The evaluation by the principals in this study was very affirmative. Principals compared the new teacher's performance above that of the average teacher. They also rated the product of Operation Fair Chance as highly competent where teaching of subject material was involved. Evidence was inconclusive where rapport with children and professional relationships with other teachers were concerned. Principals were supportive of the total program and indicated the Operation Fair Chance Program very worthwhile and pointed out they could use more teachers with this type of training.

Recommendations.

1. The total program was successful and should be repeated with new students for several years to come.

2. Considerable attention should be given in the program concerning communication between Interns, Director of the Operation Fair Chance Program, Cooperating Teachers, and Administrators. The formulation of a handbook to give some appropriate guidelines might be advisable. Informal group meetings to discuss problems would probably alleviate some of the difficulties.

3. A course in audio-visual instruction should be added to the curriculum.

4. Some type of training should be initiated to prepare students in the area of clerical responsibility which comes with the job of teaching. This was not a major difficulty and could be solved without too much involvement of time. Areas included might be:

- a. Parent-teacher conference reports
- b. Preparation of grade reports
- c. Proper entering of information in cum records

5. Addition of or strengthening of the present part of the curriculum dealing with what the new teacher can expect when entering a new school system to work. The aspects of professional relationships with other teachers should be the primary goal here.

Summary.

The training of teachers through the Operation Fair Chance Program is considered highly successful viewed from reports from interns and principals. The positive aspects of the total program outweigh the negative, and the program accomplished what it initially set out to do--prepare

teachers for the culturally disadvantaged classroom. Every effort should be made to encourage the continuation of such a program in the School of Education at Fresno State College.

Summary Evaluation of Phases I and II.

The results realized from both phases of this study indicated acceptance of the Operation Fair Chance Program. This reviewer felt the three groups were able to offer valid criticisms and suggestions which might be incorporated into the Operation Fair Chance Program. The training program was assessed from within the cooperating schools where training occurred and from school districts who had hired interns as teachers within their schools. It can be said from the results of this report that interns were able to secure jobs for which their training was planned. It was implied by statement and example that interns not only enrich schools during their training period, but also add considerably to school districts where they are hired to perform their tasks.

Several ideas and suggestions have been offered from cooperating teachers and interns now working as teachers which should help strengthen the overall Operation Fair Chance Program. It is hoped the content of this report will be helpful to those involved in Operation Fair Chance in making a more careful assessment of the program.

QUESTIONNAIRE FOR COOPERATING TEACHERS

Appendix I

1. The intern's presence added to the educational experiences of the children

GREAT DEAL _____ SOMEWHAT _____ LITTLE _____ NONE _____

2. My effectiveness as a teacher was improved as a result of the intern's presence

GREAT DEAL _____ SOMEWHAT _____ LITTLE _____ NONE _____

3. The intern's presence improved the quality of human relations in the classroom

GREAT DEAL _____ SOMEWHAT _____ LITTLE _____ NONE _____

4. The intern's presence improved pupil achievement

GREAT DEAL _____ SOMEWHAT _____ LITTLE _____ NONE _____

5. The curriculum was enriched as a result of the intern's presence and knowledge.

GREAT DEAL

SOMEWHAT

LITTLE

NONE

6. The most valuable change in the curriculum was in the area of:

7. The principal changes in my role and function as a classroom teacher which resulted from the presence of the intern:

8. Do you think the school's program has benefited from the Operation Fair Chance program?

GREAT DEAL

SOMEWHAT

LITTLE

NONE

9. In my opinion, it is desirable for the school and the district to continue its cooperation and support of the Operation Fair Chance program:

YES _____

NO _____

10. I would suggest the following changes in the program:

OPERATION FAIR CHANCE

INTERVIEW SCHEDULE FOR PRINCIPALS

(Confidential Information)

SCHOOL _____

DESIGNED AS COMPENSATORY SCHOOL FOR ESEA TITLE I? Yes _____ No _____

TEACHER _____

Compared to the average first-year or second-year teacher, this teacher is, in my estimation:

Outstanding _____
 Better than Average _____
 Average _____
 Below Average _____
 Inadequate _____

Teaching competence (Subject matter):

Outstanding _____
 Better than Average _____
 Average _____
 Below Average _____
 Inadequate _____

Rapport with children:

Outstanding _____
 Better than Average _____
 Average _____
 Below Average _____
 Inadequate _____

Professional relationships with other teachers:

Outstanding _____
 Better than Average _____
 Average _____
 Below Average _____
 Inadequate _____

Is there any evidence of special preparation or readiness to teach the disadvantaged?

COURSE OFFERINGS

<u>SUBJECT</u>	<u>NO</u>	<u>COURSE TITLE</u>
Elementary Education	107A	Curriculum and Instructional Materials and Procedures (4) Current conceptions of reading, spelling, written and oral communications; their roles in the elementary curriculum; effective teaching procedures.
Elementary Education	107B	Curriculum and Instructional Methods and Procedures (4) Current conceptions of history, geography, civics, and the sciences; their roles in the elementary curriculum; effective teaching procedures, including audio-visual techniques.
Social Welfare	127	Group and Community Services (2) Group and community processes and social services to meet human needs.
Psychology	147	Psychology of Small Groups (3) Basic principles of social interaction in small group situations; problems of group leadership and communication; development of attitudes and skills for effective group participation.
Speech	188.2	Topics in Speech - Communication of the Culturally Disadvantaged Communication problems of the culturally disadvantaged; An understanding of the nature of the communication process.